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## ABSTRACT

This recourse guide is one of a series of units on the theme Communities Around the World for grade 3. Background material on Paris, France is given for the teacher describing urban characteristics, French culture, and the physical site of the city. Objectives and goals related to concepts, generalizations, skills, and attitudes to be developed are defined. 13 initiatory activities, 50 developmental activities, and 4 culminating strategies are described in a format designed to help teachers see the relationships among objectives, content, teaching procedures, and materials of instruction. Educational media are listed and pupil materials prepared for this cultural study (maps, diorama projects, and holiday information) are included in the appendices. Other documents in these elementary curriculum guide series are SO 001 275 through SO 001 287. (Author/JSB)

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## COMMUNITIES AROUND THE WORLD

### Parisian Community

#### Teacher's Resource Unit

revised by

Jane Hitchcock      Margaret Theron

Charles L. Mitsakos  
Social Studies Coordinator

This resource unit was revised following field testing in the  
from materials developed by the Project Social Studies Curriculum  
of Minnesota under a special grant from the United States Office

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THE URBAN COMMUNITY OF PARIS  
by  
Caroline Rose

URBAN CHARACTERISTICS

All cities have in common distinguishing characteristics that shape the way of life of their inhabitants. Relative to the countryside, villages, or small cities, the large city is characterized by a high density of population, i.e. a large number of people per square mile. Cities located in prairies like Minneapolis have a lower density than cities on islands like New York; but the density of population in Minneapolis is still much greater than in other Minnesota communities such as Brainerd or Winona. The older the city, the more likely it is to have a high population density. Before refrigeration and rapid transportation, the land immediately surrounding the city (the hinterland) had to be used for high intensity farming to feed the urban population, and the city, consequently, grew upward. The visible sign of high density is high buildings. New York is the world's most striking example of this with its skyline of skyscrapers. Paris buildings are not as high, but all of Paris is high; i.e., people do not live in single family houses.

A very great division of labor occurs as a result of having many people living within a limited space. In the country people can raise, prepare and preserve their own food; cut wood for their stoves; find recreation and green space outside their own doors, and so on. In the city people must buy their food at a store; have coal, oil, gas or electricity delivered to them for heat and light. They must have parks and other places to go for recreation. Somebody must work to provide for these needs. Since

there are so many services must be provided in the city. One post office service an entire city needs branches, libraries, fire stations, hospitals and so on. They become finely divided services of one postmaster, one supervisor and so on. There are elementary school teachers, principal, schools, post office, must have janitors, construction people, plumbing and repairs of water and sewerage, elaborate in a city, staff to take care of the sanitation system, and to take tickets, drive the buses in repair. (None of these services.)

Whenever there is a demand, there is a demand. In a small town can most families prepare their meals at home, there is probably a caterer in a city, however, only once a week at any one time, lies eating out for many restaurants, there are only

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### STATISTICS

have in common distinguishing factors that shape the way of life of the inhabitants. Relative to the villages, or small cities, the city is characterized by a high density, i.e. a large number of people per square mile. Cities located in the United States have a lower density than cities like New York; the density of population in Minneapolis is greater than in other Minnesota cities such as Brainerd or Winona. In the city, the more likely it is to have a high population density. Before the advent of rapid transportation, the city was surrounded by the country (the suburbs) to be used for high intensity of land use. Consequently, the city grew upward. The density of high density is high in New York is the world's most dense city of this with its skyline of skyscrapers. Paris buildings are not as tall as those of Paris is high; i.e., people live in single family houses.

The division of labor occurs in the city having many people living in a small space. In the country, people grow, prepare and preserve their food for their stoves; find green space outside their own homes. In the city people must go to a store; have coal, oil, food delivered to them for their homes. They must have parks and recreation. Somebody must provide for these needs. Since

there are so many people in the city, services must be provided all over the city. One post office or library can serve an entire rural county but a city needs branch post offices and libraries, fire stations, numbers of hospitals and schools. Occupations become finely specialized, too. Instead of one postmaster, there is a postal supervisor and a large staff of postmen. There are elementary and high school teachers, principals and superintendents. Schools, post offices and businesses must have janitors, and there must be construction people to build new buildings and repair old ones. The supplying of water and the disposal of waste become elaborate in a large city, and there are staff to take care of these. The city must be tied together with a transportation system, and there must be people to take tickets, run the subway trains, drive the buses and keep the systems in repair. (Note the fact that many of these services are government services.)

Whenever there are many people, there is a demand for services that a small town cannot support. Probably most families everywhere eat most of their meals at home. In a small town there is probably only one restaurant that caters mainly to travelers. In a city, however, if a family eats out only once a week, or even once a month, at any one time there are enough families eating out so that there is a need for many restaurants. In any society there are only a few rich people, but

in a city there are enough to support stores selling expensive goods. Artists and musicians go to cities because there they find enough people willing to pay to see them act or hear them perform, or buy their pictures. Over the years a city may get the reputation of being an artistic center and continue to attract artists who want to meet the leaders in their field. Because of the demand for their services, most cities provide very good museums and libraries. Often a university will be built nearby because the scientists and librarians and their facilities are already there. (Again, note that some of these services are provided by the government.)

Some cities, like Paris, are also capitals of a country, and all the government functions, the buildings to house them, and the staffs to carry them out, are concentrated in the city. In the United States, our cities are more specialized. Washington, D.C., is the seat of the government; New York is a financial and artistic center and a port; and the great universities are spread all over the country. The governmental, artistic, financial, and many of the educational institutions of France are all concentrated in Paris.

The result of the division of labor and occupational specialization within a city is that there are many, many different kinds of people in a city. They do different jobs; live in a different manner, one from the other; come from different parts of the country to the city, bringing with them their local customs, religions and habits. The city, then, is heterogeneous in its population.

The heterogeneity of a city separates its inhabitants into one part of the city, but each has to go to work, perhaps on one side of town, and does not stay out all night. One's friends are not all the people one works with, but all over the city. If one lives in the city, they may live near it. As a result, the city provides many opportunities. One can do pretty much anything and choose one's occupation, and amusements at will.

On the other hand, because of the limited and land expensive nature of the city, the city becomes specialized. It is usually a matter of economics. If a business depends on people who live all over the city, it wants to be located in a central area where there is good transportation. In other parts of the city, government buildings are likely to be located together so that government officials can consult with one another. The upper class residential areas are near parks and away from the noise and dirt of the city. Wholesalers tend to concentrate in one area (as at Les Halles) so they can benefit from the concentration. The city develops natural neighborhoods, each with a different function and appearance. We will describe some of the Parisian neighborhoods.

In Paris, many neighborhoods are particularly residential neighborhoods, a little like small towns.

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On the other hand, because space is  
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 If a business depends for its customers  
 on people who live all over the city,  
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 and upper class residences are in the  
 areas near parks and away from factories  
 and the noise and dirt they produce.  
 Wholesalers tend to concentrate in one  
 area (as at Les Halles) so that each  
 can benefit from the attraction their  
 concentration has on potential customers.  
 The city develops natural areas or  
neighborhoods, each with its distinctive  
 function and appearance. Later we shall  
 describe some of the Paris neighborhoods.

In Paris, many neighborhoods, par-  
 ticularly residential neighborhoods, are  
 a little like small towns and not anon-

ymous at all. People have often lived in the same neighborhoods for several generations (very unusually in American cities); they do know many of their neighbors. They know the shopkeepers who serve the neighborhood, and the shopkeepers know them. Particularly, they know the owners of the cafes where people go to have a drink or a snack. Small cafes or bistros, where one stands up to drink, are frequented mostly by men, but all over Paris are open-air cafes where neighborhood people, as well as casual passersby, can have a snack or tea or coffee or lemonade. Typically French restaurants do not serve coffee after a meal, and people dining out will wander around for an hour, then settle down in an open-air cafe for their after-dinner coffee. In small neighborhood cafes, people of the neighborhood know each other and carry on a social life there. (Note cultural diversity -- the difference from our way of living in cities.)

As was said, Paris is a city of apartment houses, and each apartment house has its caretaker or concierge. Typically, a couple has an apartment on the ground floor; the husband takes care of the furnace, keeps the halls, stairs and courts clean, and does minor repairs. The wife is the concierge. There is no comparable institution in the United States. The concierge is part of the police force of Paris. She is registered with the police and is expected to cooperate with them. (Relate to government institutions.) On her own she knows everything that goes on in the neighborhood and all about the building. She distributes the mail; she may collect the rent; she opens the gate to the court late at night. (Sometimes one gets a key,

but usually not.) She can -- where to get a good sex doctor; how good the local where to get something re to find a hard-to-locate and when there will be ap cies. She can make the l tenants pleasant or miser concierge is the cement w Paris neighborhoods toget

#### FRENCH CULTURE

So far we have been d which are characteristic density of population; di specialization; heterogen and the formation of natu ferent societies, however attitudes toward urban li idealize their rural heri to dislike city living. can afford it, they move The centers of American c allowed to turn into slum buildings are torn down; systems decay. In all we countries, however, much tion has been urban for 5 longer. Europeans have d ways of living in cities, and adore their cities. are kept up. It is easy the city and pleasant to

Paris is one of the o over 1,000 years old. Th out of Paris has been car not once, but several tim are many, beautiful, and use. Paris has excellent and one can go any place



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but usually not.) She can give advice  
-- where to get a good seamstress or  
doctor; how good the local school is;  
where to get something repaired or where  
to find a hard-to-locate object; where  
and when there will be apartment vacan-  
cies. She can make the lives of the  
tenants pleasant or miserable. The  
concierge is the cement which holds  
Paris neighborhoods together.

#### FRENCH CULTURE

So far we have been describing traits  
which are characteristic of all cities:  
density of population; division of labor;  
specialization; heterogeneity; anonymity;  
and the formation of natural areas. Dif-  
ferent societies, however, have different  
attitudes toward urban living. Americans  
idealize their rural heritage and seem  
to dislike city living. As soon as they  
can afford it, they move to the suburbs.  
The centers of American cities are  
allowed to turn into slums; historical  
buildings are torn down; transportation  
systems decay. In all western European  
countries, however, much of the popula-  
tion has been urban for 100 years or  
longer. Europeans have developed pleasant  
ways of living in cities, and they cherish  
and adore their cities. Old buildings  
are kept up. It is easy to travel around  
the city and pleasant to walk in it.

Paris is one of the old cities --  
over 1,000 years old. The physical lay-  
out of Paris has been carefully planned,  
not once, but several times. The parks  
are many, beautiful, and designed for  
use. Paris has excellent transportation  
and one can go any place in the city

quickly and cheaply. Although there are sections of the city in which one would not go at night, these are few, and most of Paris is safe all the time. Children run freely around the city in a way they cannot in Chicago or New York. Parisians have acquired a number of particularly urban pleasures, and they are careful to maintain their city so that these can be enjoyed.

The French word for strolling through the city is flanerie, and there is no exact translation for it into English. It implies leisure, a slow pace, conversation; it is done in the city, not in the country; it involves looking into store windows, watching street life, sitting for a while at an outdoor cafe and so on. One does this in the same way as one might go to a movie or a play. It is a recognized form of recreation.

On fine Sundays or other holidays, the whole family ventures out. The parks are full of family groups. They may have taken the children to the zoo or to the marionette show, or to ride on the carousel or to sail boats in the round ponds; or they may just walk, talk, and look. Parks in Paris are of three kinds: These are small, green squares with benches and maybe a sand pile or swing for very small children. There are also large formal parks, like the Tuilleries or the Jardin Luxembourg. These are formally landscaped and contain famous and beautiful statues. There are a few benches, and one can rent chairs to sit on. They also provide a variety of amusements: carousels, puppet shows and playgrounds like ours. At the round ponds (about 50 feet in diameter), one can rent fully rigged toy sailboats, about 3 feet long, for 50¢

for half an hour. With these sail across in a if they become becalmed will fish them to shore (Teach parks as govern

The third kind of wild park at the edge have nature trails, picnic places. They dance halls, theaters. The best known of these Bologne. One can include Fontainebleau and other only an hour or so out addition to the palace beautiful walks and gardens Versailles, fountains, occasion, illuminated. families take their luncheon them on Sundays and holidays are quickly and cheaply train.

Another favorite is to the Flea Market which edge of Paris at the end of subway lines. Flea Market is really thieves' markets where stolen goods are sold cheaply. They often have Flea Market in Paris is about of land on which are a stores, row after row stalls, and space which temporary outdoor stores anything there from as entirely useless junk to and jewelry. The stalls clothes and household cheaper prices than the demand in the city. The goods, the pleasure of

though there are which one would not few, and most of me. Children run in a way they cannot Parisians have ac- curately urban careful to main- these can be en-

for half an hour. With a good wind these sail across in short order and, if they become becalmed, the caretaker will fish them to shore with a long pole. (Teach parks as government service.)

The third kind of park is the large, wild park at the edge of the city. They have nature trails, riding paths, and picnic places. They may also contain dance halls, theaters and restaurants. The best known of these is the Bois de Boulogne. One can include here Versailles, Fontainebleau and other chateaus which lie only an hour or so outside the city. In addition to the palaces, they contain beautiful walks and gardens, and at Versailles, fountains, which are, on occasion, illuminated. Frequently French families take their lunches and visit them on Sundays and holidays. The chateaus are quickly and cheaply accessible by train.

other holidays, the nt. The parks are They may have taken or to the marion- the carousel or to ponds; or they m- ok. Parks in Paris ese are small, green d maybe a sand pile children. There arks, like the n Luxembourg. These and contain famous There are a few nt chairs to sit on. iety of amusements: and playgrounds d ponds (about 50 can rent fully rigged feet long, for 50¢

Another favorite Sunday excursion is to the Flea Market which lies on the edge of Paris at the end of one of the subway lines. Flea Markets were origin- ally thieves' markets where one could buy stolen goods cheaply. European cities often have Flea Markets. Today, the Flea Market in Paris is about a square mile of land on which are a few elaborate stores, row after row of small wooden stalls, and space which is utilized as temporary outdoor stores. One can buy anything there from assorted old, appar- ently useless junk to priceless antiques and jewelry. The stalls offer ordinary clothes and household goods at somewhat cheaper prices than the same things com- mand in the city. The great variety of goods, the pleasure of shopping in the

open air, and the possibility of picking up a good bargain attract thousands of people and the Flea Market is always crowded on a Sunday or holiday.

One of the important features of Paris is the river Seine. London, Rome, New York, and Minneapolis have rivers running through them, also. This is because cities often grow up where there is a break in transportation routes -- where a river meets another river (Pittsburgh) or a lake (Chicago) or an ocean (New York, New Orleans, London), or an overland route (Minneapolis, St. Louis). Some cities neglect their waterfronts (St. Louis, Minneapolis); others make great use of them. The Seine is still used for transportation and one can see great barges going along it all day. There are also pleasure craft and the bateaux mouches (fly boats). Excursion motor boats painted brilliant white and adorned with colored pennants dart around like flies, carrying tourists and Parisians for sight-seeing trips along the river. New York also has excursion boats that carry sightseers around Manhattan Island.

There are swimming pools sunk right into the Seine and along each side stone walks from which people fish all day long. The river divides Paris into the Left Bank (rive gauche) and the Right Bank (rive droite), two well-known Parisian neighborhoods. The Sorbonne (the University) gives the Left Bank an artistic and student life. All through the Left Bank artists exhibit their wares outdoors. Along the river are outdoor stalls where one can buy books and pictures (or just browse through them). The Right Bank is more elegant. Some of the most famous shopping streets in the world are there and some of the beautiful

Parisian buildings - Louvre.

The Left and Right Bank are separated by a series of bridges of different design and each with its own history. Some of the bridges are ornamented with statues. (The Left Bank is government services.) The Right Bank river is an island, the original site of Paris. It could be easily divided into cities have the original standing. In Rome, there, although the city has expanded far around it as government service city is Caracassonne. On the Ile are the Old and a number of 16th century buildings. (Note in institutions.) Fifth was a slum but the city renovated and the Ile is residential area. The tower on the end of the island. Since the building is two towers, it looks like a boat sailing down the river. Parisian school children write essays describing the terms.

A flaneur (a stroller) on one of the banks, the Ile, wanders around to the other bank sometimes while, then across a home. Brides are a sight in the cities: the Tower Bridge opens to let sea-gods pass. Covered bridges in Paris are lined with shops (as

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Parisian buildings -- the Opera and the  
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e rivers running through  
s because cities often  
is a break in transpor-  
ere a river meets another  
or a lake (Chicago) or  
New Orleans, London), or  
(Minneapolis, St. Louis).  
their waterfronts (St.  
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the bateaux mouches (fly  
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by a series of bridges, each of which is  
different and each of which has its own  
history. Some of the bridges are orna-  
mented with statues. (Bridges are gov-  
ernment services.) In the middle of the  
river is an island, Ile de Cite, the  
original site of Paris (obviously because  
it could be easily defended). Many old  
cities have the original walls still  
standing. In Rome, the whole wall is  
there, although the modern city has ex-  
panded far around it. (Point out defense  
as government service.) A famous walled  
city is Careassone in the south of France.  
On the Ile are the Cathedral of Notre Dame  
and a number of 16th and 17th century  
buildings. (Note indications of religious  
institutions.) Fifty years ago, the Ile  
was a slum but the old buildings have been  
renovated and the Ile is now a fashionable  
residential area. The Cathedral stands  
on the end of the island facing downstream.  
Since the building is flat in front with  
two towers, it looks a little like a  
boat sailing down the Seine. Countless  
Parisian school children have written  
essays describing the Cathedral in these  
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A flaneur (a stroller) often starts  
on one of the banks, crosses a bridge to  
the Ile, wanders around a bit, crosses  
to the other bank strolling there for a  
while, then across another bridge toward  
home. Brides are a feature of many  
cities: the Tower Bridge in London which  
opens to let sea-going vessels through;  
covered bridges in Venice and Florence  
lined with shops (at the time of Shake-

speare, London Bridge was like this); the enormous spans in New York and San Francisco, engineering marvels and fairy-like to see. Amsterdam, like Venice, is a city of canals and has lovely, little curved bridges, some of which have steps up and across them. Minneapolis, too, has many bridges, some of which are also beautiful.

Paris is built entirely of dark grey stone, and there are many trees. In the winter when there is rain, the city is a misty gray-green. In the spring, it is a light, pale, very gay, yellow-green. Often at night famous buildings are illuminated with lights strung all over them and colored spotlights playing on them. Italian and Mexican cities do this, too, during festivals, and New York is famous for its lighted sky-line. Italian cities also are colored, each being built of stone native to the area. Rome is a yellow-brown; Sienna is sienna; Bologna is a deep rose (and all the streets are arcaded); Pisa is brilliant white; tropical cities are pastel (Miami, too). Certain parts of Venice are gilded like jewel boxes; and Istanbul, seen from a boat, glitters with gold, too, from the minarets.

One of the preoccupations of the French is with food and this is reflected in Paris. There are numerous restaurants, far more than in most American cities, more even than in New York, San Francisco or New Orleans where food is also very important to its inhabitants. Restaurants are more evident in Paris because so many of them are outdoors, right on the pavements (which are often very wide). Partly this is because the climate is mild, but there are far more outdoor cafes in Paris than in Rome which is also warm.

Secondly there are a of food stores. Although and more supermarkets 134 most food is still sold. We can buy both bread and bakery, but in France one at the bakery; it is baked and no self-respecting French eat anything but fresh-baked bread most commonly eaten loaves, about 2 feet long through the street unwrapped sent to the store by his on a bicycle cart delivered ants. One can call up a paying a fee get something but there are not regular paper, or bread delivered United States. Running last-minute or forgotten of the French child's ch marketing, however, is done mother or by the maid, and are still many in France.

Pastry and candy are stores called patisseries city and are mouth-watering in the windows. There are shops. One kind of store and pork products; another fish; a third, beef and fourth, horse meat. Each cates its products by a head of the animal outside displays a pig's head; a shop, a horse's head, and

In every neighborhood open-air markets; part of is closed off and temporary booths are set up. Some open every day, sometimes



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 bread most commonly eaten comes in long  
 loaves, about 2 feet long, and is carried  
 through the street unwrapped by a child  
 sent to the store by his mother or a boy  
 on a bicycle cart delivering to restaur-  
 ants. One can call up a store and by  
 paying a fee get something delivered,  
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 paper, or bread deliveries as in the  
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 shops. One kind of store sells pork  
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 fish; a third, beef and lamb; and a  
 fourth, horse meat. Each store indi-  
 cates its products by a model of the  
 head of the animal outside; a pork shop  
 displays a pig's head; a horse-meat  
 shop, a horse's head, and so on.

In every neighborhood, there are  
 open-air markets; part of the street  
 is closed off and temporary wooden  
 booths are set up. Sometimes these are  
 open every day, sometimes only twice a

week. Farmers come from outside of Paris to sell their wares here. Again, there is specializing. One booth has vegetables and fruits, another poultry, a third, fish. Dry groceries like rice and coffee are sold in permanent stores and sometimes these have a poor selection of fruits and vegetables. Butter, eggs, cheese and milk are bought in dairy stores or in special booths. To get cigarettes or matches or stamps, one must go to special government-owned stores or to cafes.

Shopping is a time-consuming task. One must go to each store, stand in line to be waited on, then stand in line again at the cashier's desk to pay. Many of the small stores are family enterprises; papa sells, mama is the cashier, and the children help after school and make deliveries. One of the delights of shopping in Paris or Rome is the seasonal succession of fruits and vegetables. Although fruits could perfectly well be shipped by refrigeration as they are in the United States, the Parisians and Romans don't like the taste of such fruit. They wait until the fruit that grows near the city is ripe. Although the fruit never looks as perfect as American fruit, it has a far better flavor because it is all tree-ripened. One week the markets will be flooded with cherries, the next with peaches. In Italy there are twenty different kinds of oranges, each with its special flavor, and each coming on the market at a slightly different time. One is a "glood" orange whose flesh is red; another is the "vanilla" orange which has a distinctively vanilla flavor.

Paris is a cosmopolitan city and in the downtown area or near the University one sees tourists from all countries -- Ameri-

cans, other Europeans, and Africans. The University is in other parts of the city. In French cities, there is a typical type than to.

Fashion is of interest in Paris. The French are interested in appearance. The men and women are dressed with flair; they are interested in appearance. The children are interested in appearance. The boys wear shirts up to the thighs. They are in the university students if they can get and sweaters and wear hand-knit clothes even in Paris. These never sit in the they squat to play amazingly clean. children wear beautiful clothes -- one is dirty, but if they are somewhere or pre off comes the shirt clean underneath.

One of the of Paris is on Bastille like July 4, in patriotic holiday festivities, but as they do for M There is a festi



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opolitan city and in the for the University one all countries -- Ameri-

cans, other Europeans, Indians, Orientals and Africans just as one does near the University of Minnesota. But in other parts of Paris one sees mainly French people. As in most European cities, there is less variation in physical type than Americans are accustomed to.

Fashion is one of the major industries in Paris and the French are much interested in clothes and in their appearance. There is a "correct" way to dress and people adhere to it. Both men and women are well-dressed and dress with flair; they are neat; they walk well. Children are invariably dressed alike. The boys wear short pants -- very short -- up to the thigh and knee socks until they are in the University. (Many university students wear American blue jeans if they can get them.) Girls wear blouses and sweaters and skirts; little children wear hand-knitted and hand-embroidered clothes even in relatively poor parts of Paris. These little children (2 to 4) never sit in the dirt. In the parks they squat to play and keep themselves amazingly clean. Until they are about 12, children wear black smocks over their clothes -- one a week. The smocks get dirty, but if the child has to be taken somewhere or presented to company, whisk, off comes the smock, and the child is clean underneath -- pretty clean.

One of the colorful festivals of Paris is on Bastille Day, July 14, which, like July 4, in the United States, is a patriotic holiday. There are the usual festivities, but people fill the streets as they do for Mardi Gras in New Orleans. There is a festive feeling of gaiety;

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squares are roped off and there is music and dancing in the streets toward evening.

On the first day of May, the children of Paris and from the surrounding countryside pick lillies of the valley (muguets) and bring them to the city to sell. On every corner (and I mean on every corner), there are children selling flowers. They perfume the whole city. The proceeds go to support some of the children's institutions.

## OBJECTIVES

This unit is designed to make progress toward the development of the following objectives:

### CONCEPTS

Culture: learned behavior patterns; norms and values (law); diversity; uniqueness; universals (including psychic unity of mankind); cultural use of environment

Social Organization: institutions (school, government, church); division of labor and specialization; community; primary group; secondary group

Social Process: conflict; accommodation; socialization

Site: ocean; river; plain; river valley; city

### GENERALIZATIONS

1. All people, regardless of where they live or to what race, nationality, or religion they belong, have many things in common.
  - a. All people, everywhere, have certain basic physical drives, although they satisfy them differently.
  - b. Human beings exhibit the same kinds of emotions, although they may express them in different ways and the emotions may be aroused by different things.
  - c. Human beings everywhere have acquired needs for positive affect (affection) and interaction with other human beings (gregariousness).

- d. The broad outlines of the ground plan of all cultures are about the same, because men always and everywhere are faced with certain unavoidable problems rising out of the situation given by nature.
- e. Certain family functions are found universally in all societies.
- f. All societies have some form of religion(s).

2. Ways of living differ from one society to another and within the same society; indeed, each culture is unique.

- a. Human beings have the potential to exhibit extremely variable behavior, depending upon their natural and cultural environment; they satisfy their drives and needs differently.
- b. Although all societies have some kind of religion(s), religious beliefs differ from society to society.

3. Culture is learned, not inborn.

- a. In every society human beings learn a culture in the process of growing up; this culture is the learned behavior patterns shared by members of their group.

- 1) People are able to predict each other's behavior and so get along with each other because they share common meanings and norms.
- 2) Language enables man to make his experiences continuous and to apply previous experiences to new problems beyond actual physical experience; it makes cumulativeness of culture possible.
- 3) The meanings of certain gestures are determined by the culture and differ from one society to another.
- b. In almost all societies some aspects of socialization of children are entrusted to people outside of the child's family; most societies have formal schools to educate children.
4. Large cities are characterized by a large number of people per square mile, by a great division of labor and specialization, by a demand for many services (private and governmental), by a heterogeneous population, and by greater anonymity than found in smaller communities.
  - a. People who live in one community depend on each other for different goods and services, and for markets for their goods and services.
  - b. Cities usually have a greater division of labor and specialization than small towns or farm areas.
  - c. People who live in cities depend upon farmers for food.
  - d. Cities are made up of many different parts; consequently, there are many different behaviors within one city.
5. Different parts of a city have different but interrelated functions.
6. People live in many groups in relation to their family and community.
  - a. Some groups have direct face-to-face relationships; others have indirect or long-lasting relationships.
7. All societies have problems and must develop means to settle disputes and adjust differences; in every society there is some means of making collective decisions where interests differ.
  - a. All societies have laws (rules) which will be enforced through force if necessary.
  - b. Governments enforce laws if necessary.
  - c. Governments restrict individual freedom would interfere with the life of or even the life of the community.
  - d. Government action increases as well as individual rights.

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c. People who live in cities depend upon farmers for much of their food.

d. Cities are made up of people of many different backgrounds; consequently, there are people who behave very differently even within one city.

5. Different parts of a city usually have different but interrelated functions.

6. People live in many groups in addition to their family group.

a. Some groups have direct, intimate, face-to-face relationships; others have indirect or less stable and long-lasting relationships.

7. All societies have potential conflict and must develop means of trying to settle disputes and accommodate differences; in every society there is some means of making authoritative decisions where people's goals differ.

a. All societies have some laws (rules) which will be enforced through force if necessary.

b. Governments enforce laws with force if necessary.

c. Governments restrict people who would interfere with the rights of or even the life of others.

d. Government action may help increase as well as restrict individual rights.

8. Governments provide many services which people cannot provide for themselves.
  - a. Governments frequently provide schools.
  - b. Governments provide protection against outside attack and frequently provide protection against other dangers (crime, fire, disease, etc.).
  - c. Governments frequently build roads to make it easier for people to travel from one place to another; they frequently build bridges across rivers.
  - d. Governments frequently provide certain kinds of recreational facilities or services (parks, playgrounds, swimming beaches, etc.).
  - e. Governments may provide other kinds of services (mail, water supply, etc.).
9. Culture changes, although it changes more rapidly and drastically in some times and places than in others.
  - a. Innovations occur in ideas and behavior, not just in things.
  - b. Culture changes as a result of diffusion (accepting patterns of behavior practiced by other groups).
10. Although culture is always changing, certain parts or elements may persist over long periods of time.
11. Every place has three types of location;
  - a position, a situation, and a site.
  - a. Location is a point on the earth's surface which sets a phenomenon in areal relation to other phenomena. It is usually designated by a grid and described by latitude and longitude.
    - 1) Things can be located on a specific surface.
  - b. Situation describes a phenomenon in areal relation to other phenomena with which it is associated.
    - 1) Places can be located in relation to other places. They live in terms of distance and direction from other places.
  - c. Site relates a phenomenon to the detailed physical characteristics of the area it occupies.
12. Towns need means of communication in and out; they are located where transportation is easy.
13. Man needs drinking water; he also needs water for economic activities such as crops and manufacturing.
14. Temperature is affected by factors such as latitude, the equator, closeness to bodies of water, and altitude.
- a. The ocean and other large bodies of water have a moderating effect on the climate of the areas adjacent to them.

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a. The ocean and other large bodies

of water do not heat up so rapidly as land nor cool so rapidly as land.

- b. Air over or close to an ocean or any large body of water is usually cooler in summer and warmer in winter than air which is a considerable distance from the ocean or body of water.
- c. Air is cooler at higher elevations than at lower elevations if latitude and distance from the sea are the same.

- 5. Airplanes can follow the shortest distance between two points more easily than can other types of transportation because they can fly over both land and water, and over hindrances to surface transportation such as swamps, mountains, or ice. Airplanes are also faster than land transportation.

## SKILLS

The broad skill toward which teaching is ultimately directed is underlined. A specific aspect of a skill or an understanding needed to learn a skill is underlined.

### 1. Gathering Information

Listens for main ideas and supporting details.  
Gains information by studying pictures and films.  
Gains information from interviews.  
Sets up hypotheses.

### 2. Organizing and Analyzing Data and Drawing Conclusions

Classifies data.

Applies previously learned concepts and generalizations to new data.  
Tests hypotheses against data.  
Generalizes from data.  
Organizes information according to some logical pattern.

### 3. Evaluating Information

Distinguishes between primary and secondary sources of information.

### 4. Geographic Skills

#### a. Has a sense of distance and area.

Compares distances with known distances.  
Compares areas with known areas.

#### b. Has a sense of direction.

Knows cardinal and intermediate directions.  
Tells directions from maps and globes.  
Notes directions in relationship to own town.  
Sets a directional course and follows it.

#### c. Interprets maps and globes.

Understands use of symbols to represent reality.  
Identifies pictorial and semi-pictorial symbols.  
Uses legend to interpret symbols  
Uses scale to estimate distances on map or globe.



#### ATTITUDES

1. Is curious about social data.
2. Accepts the will of the majority until it can be changed by peaceful means.
3. Appreciates the cultural contributions of other races, nationalities, and religions.
4. Is sensitive to the feelings of others.

## OBJECTIVES

## OUTLINE OF CONTENT

- S. Listens for main ideas and supporting details.
- G. Things can be located at specific spots on the earth's surface.
- G. Places can be located in relationship to where we live in terms of their distance and direction from us.
- S. Compares distances with known distances.
- S. Tells directions from maps and globes.
- Understands site concept of ocean.
- S. Identifies pictorial and semi-pictorial symbols.
- A. IS CURIOUS ABOUT SOCIAL DATA.
- S. Compares areas with known areas.
- I. Paris is a large city in France which is across the Atlantic from the United States.
- A. Paris is in France which is across the Atlantic from the United States.
- B. France is about the size of Texas.

## TEACHER STRATEGIES

EDUCATION

Note: Since it is very easy for children to make the mistake of generalizing from everything they see or read (ex: all men fish in the Seine River; all people eat horse meat), it should be continually stressed throughout the unit that not all people in Paris do everything just alike.

### Initiatory Activities

1. Ask: How many have heard of Paris, France? Do you know where it is? On a large world map, show U.S. and France. Ask: In what general direction is France from the U.S.? How do you know? Are the U.S. and France close to each other? Have pupils measure distance on globe and compare with distances from closest U.S. border to other places studied in primary grades (e.g. Peru, Japan, U.S.S.R., Nigeria, Israel, Admiralty Islands). Ask: Are France and the U.S. on the same large piece of land (continent) or are they separated by water? Does anyone know what we call the water between the U.S. and France? If no one volunteers an answer, tell them that it is an ocean -- the Atlantic Ocean. Be sure to review meaning of ocean. In what part of France is Paris located?
2. Divide the class into small groups. In three minutes ask each group to make a list of statements about Paris. Tell the group that they are going to see a film about this city and that they are to check their lists with the film. Project the film The Red Balloon. Have children check their lists and discuss their findings.
3. Explain that just as our country is divided into 50 states, France is divided into districts. (Use map to show.) One important difference is that the districts of France are much smaller than most of our states. Explain that one of our states, Texas, is about the same size as all of France. Make a comparison on an equal area map by placing a cut-out map of France over Texas on the map.

World map  
Globe.

Film: The  
Brandon

Brogan, France

Cut-out

## STRATEGIES

## EDUCATIONAL MEDIA

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Film: The Red Balloon,  
Brandon Films.

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Brogan, Life World Library:  
France, inside cover.

Cut-out maps of France.

- G. Things can be located at specific spots on the earth's surface.
- S. Knows cardinal and intermediate directions.
- S. Tells directions from maps and globes.
- S. Sets up hypotheses and tests against data.
- S. Generalizes from data.
- G. Temperature is affected by a number of factors such as distance from the equator, closeness to large bodies of water, and elevation.
- G. The ocean and other large bodies of water do not heat up so rapidly as land nor cool so rapidly as land.
- G. Air over or close to an ocean or any large body of water is usually cooler in summer and warmer in winter than air which is a considerable distance from the ocean or body of water.
- C. Paris is located between the 48th and 49th parallel in northern France.

4. Draw up a list on the board which makes comparisons between our location and that of Paris. Use information on our location as a stimulus and ask: what information is needed about Paris.

City _____	Own town _____	Paris
Subdivision _____	In a state _____	In a district
Country _____	In the U.S. _____	In France
Continent _____	North American _____	Europe
Hemisphere _____	Northern _____	Northern

While the teacher writes responses on board, children could be making their own copy for a Paris folder.

5. Review what children learned about rays of sun at different points on the earth's surface. Then ask: Would you expect it to be warmer, colder, or about the same temperature as Chelmsford? Have children locate latitude of both cities again. Then show children a simplified temperature chart comparing winter and summer temperatures in Paris and Chelmsford. Was their guess right?

Ask: How many of you have gone swimming in a lake or river in the summer time? Is the water colder or warmer than the air around you on land? Would you expect the air over the Atlantic Ocean to be cooler or warmer than air over land areas at the same parallel which are far from the ocean? Do you think water or soil warms up more rapidly as summer comes? Have pupils set up hypotheses (make guesses).

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G. Air is cooler at higher elevations than at lower elevations if latitude and distance from the sea are the same.

- S. Applies previously-learned concepts and generalizations to new data.
- D. Paris is located on the river Seine. The river is used for a variety of purposes and is especially important as a means of transportation for Paris. The Seine River runs through the middle of Paris, splitting it into two sections.

6. Demonstrate the influence of location close to bodies of water upon temperature by doing a simple experiment. Place two small containers, one with soil and one with water upon a small electric tray, with the same amount of heat under each. Place a thermometer in each and have children check every few minutes and record changes in temperature. Then have them compare the speed with which water warms up as compared to soil. Ask: When summer comes, which would warm up faster, land or oceans? Remind children of times when they have come near lakes or a river in summertime and noticed a cool breeze blowing off the water. Help children understand how winds off the Atlantic would help cool areas close to the ocean in the summer time, while places far inland in the United States would not have this cooling effect.

Now do another demonstration putting containers of water and soil on ice and measuring changes in temperature on thermometers placed in each. Have children make a chart showing changes. Compare findings. Which cools off more rapidly, water or soil? Would a wind coming off the ocean in winter be warmer or colder than one coming off land?

What effect would Paris' location close to the Atlantic have upon temperatures in winter? How would the location of Minneapolis or Pittsburgh far from a large ocean affect temperatures in winter?

Now ask pupils to generalize about factors affecting temperatures. Remind them of what they learned about the Quechua family as they do so.

7. Have the children imagine that they are searching for a place to build a community and write a story describing their choice of such a location. Share the stories. Suggest that pictures might help others better appreciate their story. In particular, have children try to think about what the place they choose for their community should be like, i.e. what would you look for? What would be important in choosing a site for a new community?



Understands site concept of river.

S. Understands the use of symbols to represent reality.

S. Uses legend to interpret symbols.

S. Generalizes from data.

G. Towns need means of shipping good in and out; they are likely to grow up where transportation is good.

G. Man needs drinking water to survive; he also needs water for many of his economic activities such as growing crops or manufacturing.

8. Locate on a world map other communities which have been studied earlier in the year. Begin a discussion of large cities by asking the class to name some large cities they have heard of. As cities are mentioned, ask whether each is a city of the United States, or of another country. Encourage the naming of cities not found in America. Those which are identified can be located on a world map. A list of these cities may be made on the board and as each is located on the world map, a brief statement should be written after it concerning the nature of its location. Review meaning of symbols and use of map layout to help pupils read the map. In particular cities on rivers, oceans, lakes, the edge of mountains, etc. should be noted.

<u>City</u>	<u>Interesting Fact</u>
Boston	On the Atlantic Ocean
Minneapolis	On the Mississippi River
Moscow	On the Moscow River
New York	On the Atlantic Ocean
Tokyo	On the Pacific Ocean

Ask: What seems to be the same for many cities? The fact that a body of water such as a large river or ocean is often near the city should be discovered. Ask the class why this might be true. Record their ideas on the board. Suggestions such as the following might be used: (1) for drinking water, (2) transportation route, (3) industries need water, etc.

Understands site concept  
of river.

Understands site concept  
of plain and river valley.

- G. People who live in cities  
depend upon farmers for  
much of their food.

E. The land surrounding Paris is relatively  
flat. It is fertile and supports many farms  
which help provide food for the city.

9. Say that Paris is located on a river. The name of the river is the Seine. Explain that the Seine is used in many different ways by the people of Paris. Show several pictures of the Seine. Project a map of Paris while reading pp. 9-25 from the Key to Paris. (Reword as necessary.) Using the map point out the locations of landmarks mentioned in this chapter and suggest that later we will see pictures of many of these famous places.

Discuss the many uses of the river mentioned in the book. Have the children draw a picture of one use they heard mentioned.

10. Begin using a few French words in daily classroom activities. Introduce the children to some simple conversational expressions. Read The House That Jack Built (a French-English picture book).
11. Say that Paris is located in a small river valley of great European plain (Aquitaine Plain). Clarify the concept of plain, if necessary, in simple terms. Explain that the land surrounding Paris is not mountain but rather level or flat. Show several pictures which illustrate flat horizon and few hills. Be careful to avoid the illusion that the countryside is devoid of hills and valleys, however. Also tell the class that the land around Paris is good farm land where farmers grow many different foods for the people of the city.

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the many uses of the river mentioned in the chapter. Have the children draw a picture of one use mentioned.

Use a few French words in daily classroom work. Introduce the children to some simple French expressions. Read The House That Jack Built (French-English picture book).

Paris is located in a small river valley of a fertile plain (Aquitaine Plain). Clarify the word plain, if necessary, in simple terms. Explain that the land surrounding Paris is not mountainous, but level or flat. Show several pictures which show a flat horizon and few hills. Be careful to avoid the illusion that the countryside is devoid of valleys, however. Also tell the class that the land around Paris is good farm land where farmers grow different foods for the people of the city.

Life World Library:  
France, pp. 72, 73.

Molinard and Gilbert,  
The Paris I Love,  
pp. 12-13, 24, 29, 31,  
82, 84.

Brogan, Life World  
Library: France,  
p. 102.

Douglas, The Key to Paris.

Wilson, The Seine, pp.  
18, 24.

Frasconi, The House That  
Jack Built.

Molinard and Gilbert,  
The Paris I Love, pp.  
10, 14, 76-77, 89, 123.

Brogan, Life World Library:  
France, p. 17.

Study Print: "Plain," Map  
Symbols and Geographic  
Terms Charts, A.J. Ny-  
strom Co.

- G. Every place has three types of location: a position, a site, and a situation.
- G. Location is a position which sets a phenomenon at a specific point on the earth's surface, usually designated by an abstract grid and described in terms of latitude and longitude.
- G. Situation describes a phenomena in areal relationship with other phenomenon with which it is associated.
- G. Site relates a phenomenon to the detailed physical setting of the area it occupies.
- A. IS CURIOUS ABOUT SOCIAL DATA.
- S. Distinguishes between primary and secondary sources of information.

12. Now ask: What are all of the things which we have done each time we have located a place this year? (Refer back particularly to the mining community, the Manus community in the Great Admiralty Islands, and now to Paris.) Try to help children see that they located each in terms of a specific position on the globe, in terms of situation or distance and direction from their own town, and in terms of site or the physical characteristics of the place. Give pupils terms for each of these locational concepts.

13. Ask if anyone in the class has ever visited Paris. If so, give time for a brief resumé of the visit and plan to use this person or persons in the future as a source of information. Go on to ask if anyone has ever seen films or television programs about Paris. Suggest that probably everyone has seen pictures of Paris in books, magazines and newspapers. Say that because Paris is so well known we probably all know more about it than we might suspect. Make a second list on the board of things we know about Paris. Many of these will be facts about the city itself, probably few will be about the people of Paris. Ask the children what they know about the people who live in Paris. In what ways are they like us? Is their life in their community similar in some ways to ours? In what ways are their lives different? (Let children make guesses.)

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- G. People are able to predict each other's behavior and so get along with each other because they share common meanings and norms.
- G. Language enables man to make his experiences continuous and to apply previous experience to new problems beyond actual physical experience; it makes cumulativeness of culture possible.
- S. Knows cardinal and intermediate directions.
- S. Tells directions from globe.
- S. Sets a directional course and follows it.
- F. The French speak a different language than we do.
- G. We would have to travel over both land and water, plains and mountains to reach Paris.



Developmental Activities

14. What problems might we face if we went to Paris? (language) Why do people need a language and means of communication with each other? Why else is language important?

15. Ask what would be involved in going to Paris. Ask specifically what kind of earth surface would we be traveling over and in what direction. Make a list on the board containing these labels: Direction, Surface, Kind of Travel. Globe.  
Physical map  
of world.

When it is suggested that we go East over land (the United States), ask them how we might make this part of the journey. List the suggestions (fly, by car, train, bus, etc.). Ask how far we could go in this direction before we would "run out of land."

S. Uses legend to interpret map symbols.

G. Places can be located in relationship to where we live in terms of their distance and direction from us.

S. Uses scale to estimate distances on maps and globes.

S. Compares distances with known distances.

G. Airplanes can follow the shortest distance between two points more easily than can other types of transportation because they can fly over both land and water and over hindrances to surface transportation such as swamps, mountains, or ice. They are also faster than land transportation.

Ask what cities on the east coast we might stop at before beginning our next stage of the trip. Accept suggestions, select one such as Boston and ask what kind of earth surface we will now have to cross.

Again ask the direction and add these items to the list on the board. Ask how we might cross the water (which should be identified by the children as the Atlantic Ocean) and add those suggestions to the list.

Refer to a globe, tracing our progress so far. Ask what is likely to happen next in our trip. What kind of surface will we discover if we continue directly East? Should the direction be altered, or is East correct? Make any adjustments necessary and add these to the list on the board. Ask where we should stop before beginning the next part of the journey. Select one suggestion such as Lisbon, Portugal, or Bordeaux, France, and ask how we would proceed from this point. Note both the direction, surface and possible mode of travel on the board. Ask if this will enable us to reach Paris without further changes of vehicle or direction. Make any additions necessary, particularly in direction.

16. Use globe to estimate total distance from home town to Paris, both by route taken and by shortest route. Compare with distances from home town to nearby towns, to New York, to Boston, etc. Ask the class to read the list on the board and decide what direction in general we have been traveling from home. Also ask what kinds of earth surface we crossed in their correct order. Discuss the advantages and disadvantages of different modes of travel over such surfaces and if time is a factor. Globe.

S. Uses legend to interpret symbols.

G. Paris is a large city with many people.

S. Applies previously-learned concepts and generalizations to new data.

G. Large cities are characterized by a large number of people per square mile, by a great division of labor and specialization, by a demand for many services (private and governmental), by a heterogeneous population, and by greater anonymity than found in smaller communities.

S. Listens for main ideas and supporting details.

17. In order to establish the idea that we will be studying urban France, ask: Does anyone know the name of America's largest city? Use road map of United States. Explain symbols for cities in terms of population. Is Boston the largest city in our country? Paris is the largest city in France. Point it out on the map and write the name on the chalkboard. Say: "We are going to get acquainted with the way people live in Paris. Show film Modern France. Have children draw a map, using a legend.

18. Say: New York, Chicago, Moscow, and Paris are all big cities, aren't they? Do you remember what you learned about the way families live in large cities?

Refer to charts, murals, booklets, etc., developed in contrasting communities unit. Review major differences between rural and urban living. Emphasize specialization, many services available in urban centers.

Then say: What would you expect to find in Paris?

19. Say: In order to get acquainted with the city we are going to study, let's take an imaginary trip to Paris to see what it is like. We'll visit with an American boy named Andy, who is living in Paris. Read Andy Says Bonjour!.

Children might also enjoy hearing or reading Anatole and Anatole Over Paris.

Establish the idea that we will be studying  
Ask: Does anyone know the name of America's  
Use road map of United States. Explain  
cities in terms of population. Is Boston  
in our country? Paris is the largest  
Point it out on the map and write the  
blackboard. Say: "We are going to get  
the way people live in Paris. Show  
place. Have children draw a map, using a

Road map of U.S.  
World map or map  
of Europe or  
France.

Film: Modern France,  
Coronet Films.

Chicago, Moscow, and Paris are all big  
cities? Do you remember what you learned  
families live in large cities?

murals, booklets, etc., developed in  
communities unit. Review major differences  
and urban living. Emphasize specializa-  
tions available in urban centers.

What would you expect to find in Paris?

To get acquainted with the city we are  
let's take an imaginary trip to Paris  
as like. We'll visit with an American  
who is living in Paris. Read Andy Says

Diska, Andy Says Bon-  
jour!

Titus, Anatole.

Titus, Anatole Over Paris.

Also enjoy hearing or reading Anatole  
Paris.

- 24 -

1. Almost all Parisians live in apartment houses. Instead of backyards they have courtyards. Paris is an old city -- over 1,000 years old, and there's little space for single families.

S. Generalizes from data.

S. Gains information by studying pictures.

2. People in Paris travel on underground trains as well as in cars and buses.

20. After reading the story, ask: What is the most important thing you learned from listening to the story? Do you think Paris is like an American city? Is it very different? In order to organize the discussion, ask questions such as: What kind of a house did Andy live in? Was it like yours? Different? What did Andy see when he walked down the street that you do not see in America? What did Andy do when he looked out the back window of his apartment? (children, brick courtyard) What did Andy and Minou see when they went for a walk in Paris? (river, people fishing, small shops, woman selling apples, outdoor cafes, etc.) Would you see these things in Chelmsford or Boston?
21. We're going to look at some more pictures of Paris. Watch for things that you could draw to show that Paris is a big city. Show filmstrip Paris or pictures in The Paris I Love or other books.

Let children draw their impressions and use these drawings for a bulletin board.

22. People have to get from one place to another in Paris. How does your father get to work? (car, bus) How does your mother get downtown? How do you suppose the people get around in Paris? Let children discuss this and make suggestions. Show pictures of different modes of transportation. Read about the Metro in Carnival in Paris and Getting To Know France.

Ask: Did we think of all the ways people travel in Paris? What do we have to add that is new to us? Why would Paris need an underground train?

Use picture # 8 from Living in France to show one means of transportation -- the subway. (Note: Teachers' manuals are available in every kit with suggestions for presenting each picture.)



Reading the story, ask: What is the most important  
 learned from listening to the story? Do you  
 Paris is like an American city? Is it very different?  
 to organize the discussion, ask questions such as:  
 of a house did Andy live in? Was it like yours?  
 t? What did Andy see when he walked down the street  
 do not see in America? What did Andy do when he  
 at the back window of his apartment? (children, cats,  
 uryard) What did Andy and Minou see when they went  
 ik in Paris? (river, people fishing, small shops,  
 lling apples, outdoor cafes, etc.) Would you see  
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 books.

Filmstrip: Paris,  
 Encyclopedia Brit-  
 annica Films.

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Molinard and Gilbert,  
The Paris I Love.

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nce.

Carlson, Carnival in  
Paris, p. 102.

Wallace, Getting To  
Know France, p.44.

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 ture.)

Study print: Picture  
 # 8, Living in  
France, Silver  
 Burdett.

- S. Listens for main ideas, supporting details.
- G. People who live in one community depend on each other for different goods and services and markets for goods and services.
- G. Cities usually have a greater division of labor and specialization than small towns or farm areas.
- S. Generalizes from data.      III. France has a government and Paris has local government officials.
- S. Organizes information according to some logical pattern.
- A. Paris has laws and police, just as we do.
- G. All societies have potential conflict and must develop means of trying to settle disputes and accommodate differences; in every society there is some means of making authoritative decisions where people's goals differ.
3. There are hundreds of shops offering a great variety of goods for sale in Paris.

23. "Families in France provide food for their members."  
Show pictures from Young France and Life World Library: France which portray different food markets in Paris. Use picture # 1 from Living in France to show an outdoor market. Have children make a list of all the products which might be purchased at this outdoor market. Draw pictures comparing ways of shopping in America with ways of shopping in Paris.
- Ask what other shops and businesses were mentioned. List them: hotel, bakery, clock shop, beauty parlor, delicatessen, flower market.
- Choose a number of individuals (baker, hotel owner, beautician, etc.) and suggest that class imagine how each of them obtains the food, services, etc. he needs. Can he provide for all of his own needs? On whom does each of these people depend? Why? Also ask: Do people divide types of labor up and specialize more in cities or towns? Why?
24. At this point a mural could be started. Included could be: a map of France showing boundaries, an outdoor market, subways, side-walk cafes, a fashion show, art galleries, the River Seine, etc. Different scenes would be added as the topics are presented. This would be a continuing project, completed by the end of the unit. When the mural is finished it could later be used as a review of what the children have learned about Paris and possibly make comparisons about what they already know about Chelmsford, New York and Boston.
25. Read The Red Balloon. Ask the children to decide why Pascal could not take his balloon on the street car or into school. Discuss what should be done about the boys who chased Pascal and took his balloon. Illustrate in this story how one's rights are both guaranteed and restricted through the laws of our community.
- Harris, Young France, pp. 46, 49.
- Brogan, Life World Library: France, pp. 92, 93.
- Study Print: Picture 1, Living in France, Silver Burdett.
- Lamoris, The Red Balloon.

- G. All societies have some laws (rules) which will be enforced through force if necessary.
- G. Government action may help increase as well as restrict individual rights.
- G. Governments enforce laws with force if necessary.
- G. Governments restrict people who would interfere with the rights or even the life of others.
- A. ACCEPTS THE WILL OF THE MAJORITY UNTIL IT CAN BE CHANGED BY PEACEFUL MEANS.
- G. Governments provide many services which people cannot provide for themselves.
- G. Government frequently provide schools.
- B. The government provides many services which the people of Paris cannot provide for themselves.

26. Ask the class what our society does to insure that important laws will be obeyed. Show a picture of an American policeman or a film about a policeman's work. Discuss the role of a policeman in enforcing laws. Ask what becomes of those who refuse or fail to obey the law. Show the picture on page 10 of Young France. Suggest that Paris has policemen for enforcing their laws just as our society does.

Discuss the fact that people are not allowed to cross the street except at corners. Say: Our country is supposed to be a free one. Why can't we cross the street wherever we want? Why aren't we allowed to dump our garbage in the street? Why do we have limits on our actions? Attempt to get at the fact that with freedom comes responsibility to avoid misuse of freedom. Some laws restrict our actions, but it is often for the good of all. Use illustrations found within the class. For example, children cannot throw objects in the room because someone could get hit and injured. Therefore, an agreement is needed to protect the rights of everyone in the room.

Suggest that the class think about the rules and agreements which exist in their own classroom. Have them write about several such rules explaining why they are necessary to a smooth-working classroom. Discuss how the classroom rules were established and perhaps where they need revision or improvement. Reinforce the idea that regardless of rules in a classroom, school, community, etc. the people must conform to the rules or they are of no value.

Refer to the manner in which disputes were handled in early mining communities.

27. Discuss again things outside the immediate family that are very important. (streets, parks, protection, playgrounds, bridges, etc.) Ask: Why are such things as streets and bridges important?

the class what our society does to insure that important laws will be obeyed. Show a picture of an American policeman in a film about a policeman's work. Discuss the role of a policeman in enforcing laws. Ask what becomes of those who refuse or fail to obey the law. Show the picture on page 51 of Young France. Suggest that Paris has policemen for enforcing their laws just as our society does.

Discuss the fact that people are not allowed to cross the street except at corners. Say: Our country is supposed to be a free one. Why can't we cross the street wherever we like? Why aren't we allowed to dump our garbage in the street? Why do we have limits on our actions? Attempt to get at the idea that with freedom comes responsibility to avoid misuse of that freedom. Some laws restrict our actions, but it is often for the good of all. Use illustrations found within the classroom. For example, children cannot throw objects in the room because someone could get hit and injured. Therefore, an agreement is made to protect the rights of everyone in the room.

Ask that the class think about the rules and agreements that exist in their own classroom. Have them write about actual such rules explaining why they are necessary to a well-working classroom. Discuss how the classroom rules are established and perhaps where they need revision or improvement. Reinforce the idea that regardless of rules in the classroom, school, community, etc. the people must conform to the rules or they are of no value.

Discuss the manner in which disputes were handled in gold mining communities.

Discuss again things outside the immediate family that are important. (streets, parks, protection, playgrounds, schools, etc.) Ask: Why are such things as streets and schools important?

Harris, Young  
France, p. 51.

Film: Cities and  
Protection:  
Protecting Lives  
and Property,  
McGraw-Hill Films

- G. Governments provide protection against outside attack and frequently provide protection against other dangers (crime, fire, disease, etc.).
- G. Governments frequently build roads to make it easier for people to travel from one place to another; they frequently build bridges across rivers.
- G. Governments frequently provide certain kinds of recreational facilities or services (parks, playgrounds, swimming beaches, etc.).
- G. Governments may provide other kinds of services (mail, water supply, etc.).

- S. Listens for main ideas and supporting details.

How is police protection a help to you and your neighbors? Is it really necessary to have this protection when your parents are also protecting you? How are schools, parks and playgrounds needed for communities to be happy? Discuss. Can your mothers and fathers provide for all of these things alone?

Who does make these things possible then? Do your parents help? How? The point of taxes may be mentioned and a few examples explained. If necessary, arrange to see the video tape Dreams and Taxes used in the Contrasting Communities study. Discuss what a government is and who controls it in a democracy.

28. Choose from the following suggestions to contrast city and country living in France.
  - a. Use picture # 5 from Living in France which shows a farmer in a small village in eastern France.
  - b. Project and discuss filmstrip Simone's Surprise.
29. Show pictures of Parisian parks, playgrounds, museums, and opera houses. Allow the children to compare these with similar facilities in their own community. Ask: Who do you think makes these available to the people in Paris? Why? Explain that such features are too expensive for individuals to provide so they are provided by the government of Paris.

Begin reading Evangeline, Pigeon of Paris.



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Videotape: Dreams  
and Taxes, Chelms-  
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following suggestions to contrast city and  
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small village in eastern France.

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Angeline, Pigeon of Paris.

Study print: Picture  
5, Living in France,  
Silver Burdett.

Filmstrip: Simone's  
Surprise, McGraw-  
Hill Films.

Molinar and Gilbert,  
The Paris I Love.

Broc n, Life World  
Library: France,  
pp. 166-67, 158-59,  
155, 153, 121, 72.

Carlson, Evangeline,  
Pigeon of Paris.

- F. All people, everywhere, have certain basic physical drives, although they satisfy them differently.
  - G. Human beings exhibit the same kinds of emotions, although they may express them in different ways and the emotions may be aroused by different things.
  - G. Human beings, everywhere, have acquired needs for positive affect (affection) and interaction with other human beings (gregariousness).
  - G. Certain family functions are found universally in all societies.
- IV. Parisians must have food, clothing, and shelter, just as we must.
    - A. Parisians' eating habits are similar to ours in some ways and different in others.
    - B. French families do many things together. They sometimes go fishing or for a walk together, or they may take the children to play in the park, etc.

31. Show the class the picture of a French family at the dinner table on page 8 of Young France. Direct attention to the table and the objects on it. Say: This is a picture of a Parisian family sitting down to eat. Look at their table. What do you see on the table that you would find on your own dinner table? (plates, knives, forks, spoons, glass tumblers, bowls, a pitcher full of liquid -- water?) What do you see that you would not find on your table? (forks are upside down) Discuss how the people seem to feel about each other. Look at the expressions on their faces as a clue. (The people seem happy and glad to be sharing a meal together.)
32. Show the picture on page 9 of Young France. Say: Here is a picture of a man and his boy taking bread home for supper. Do you know what this kind of bread is called? Have any of you ever eaten French bread? What is it like? Do you carry bread home from a store in this way? Bring in a fresh loaf of French bread to share with the children.

Discuss how most children like to do things with their parents. Ask the boys what they do with their fathers and girls with their mothers. Decide how the boy on the bicycle in the picture probably feels about going shopping with his father.

33. Show the picture on page 13 of Young France. Say: Here is a picture of some children eating lunch at school. What do the children seem to be eating? What is on the table? (soup, bowls, bread, tumblers, a centerpiece -- plant) Show more pictures and discuss.

Look at the picture of a picnic on page 53 of Young France. Discuss this in terms similar to the previous pictures.

Show the picture of a man and son strolling along the Seine from The Paris I Love. Again, attempt to establish the closeness and warmth such family contacts provide.

Show film French Family Brunel which portrays the daily life of a typical French family, as seen through the eyes of a 13-year-old girl.

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Harris, Young  
France, p. 8.

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f bread is called? Have any of you ever  
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Harris, Young  
France, p. 9.

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Harris, Young  
France, p. 13.

Brogan, Life  
World Library:  
France, pp. 94,  
95, 96, 98.

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Molinard and Gil-  
bert, The Paris  
I Love, p. 87.

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ly, as seen through the eyes of a 13-year-old

Film: French  
Family Brunel,  
McGraw-Hill  
Films.

- 34 -

- G. People live in many groups in addition to their family group.
- G. Some groups have direct, intimate, face-to-face relationships; others have indirect or less personal, less stable and long-lasting relationships.
- V. Frenchmen are also members of a great variety of political, professional, social, and religious groups.
- G. All societies have some type of religion.
- G. Although all societies have some kind of religion(s), religious beliefs differ from society to society.

33. Contrast these pictures with some which indicate a lack of personal friendship. Show page 49 of Young France. Discuss whether these people are likely to know each other or not. Discuss page 10 and 11 of Young France and pages 55, 99, 122, and 156 of Life World Library: France.

Discuss what might be happening in each picture. What are the people doing in these groups that is different from what they do within the family? Is it necessary to do some things outside the family? Why?

Ask if the pictures are different from our own society or similar. Point out that our closest feelings are usually shared with the family. Show some pictures of our own society which illustrate this idea. Have the children draw pictures of what they do within their own families to establish closeness and warmth. Have each child describe his picture.

34. Project several pictures of famous French churches. Ask: What are these buildings? What do they show about at least some of the French people? Tell children that most of the French people are Catholics.
35. Say: Think back to all of the communities which we have studied this year. Did they all have some religious groups or churches or religious beliefs? Review what children learned about religion in each community.

pictures with some which indicate a lack of per- Harris, Young  
p. Show page 49 of Young France. Discuss whether France, p.49,  
likely to know each other or not. Discuss pages 10, 11.  
Young France and pages 55, 99, 122, and 156 of Life  
France.

Brogan, Life  
World Library:  
France, pp. 95,  
55,99,122,156.

What might be happening in each picture. What are the  
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How are these pictures different from our own society or similar.  
How are our closest feelings usually shared with the  
some pictures of our own society which illustrate  
how the children draw pictures of what they do within  
the family to establish closeness and warmth. Have each  
child draw his picture.

Show pictures of famous French churches. Ask: What Filmstrip: Paris,  
things? What do they show about at least some of Encyclopaedia  
people? Tell children that most of the French people Britannica Films.

Go back to all of the communities which we have studied  
and they all have some religious groups or churches  
beliefs? Review what children learned about religion  
and unity.

- G. In almost all societies some aspects of socialization of children are entrusted to people outside the child's family; most societies have formal schools to educate children.
- S. Gains information by studying pictures.
- VI. French children go to school, just as children do in this country.
  - A. The French depend upon their schools to help in the process of socializing their children.
  - B. French schools observe Thursdays and Saturdays as days off.
  - C. Children are expected to do quite a bit of homework and must adhere to strict discipline in school.
  - D. One of the major objectives of French education is to produce independent thinkers.
- S. Generalizes from data.



36. Ask: Why is it necessary to have schools? What do schools do? How do you think Paris teaches its young people? Let's see what their schools are like. Show variety of pictures of French children in school.

From what you see in the pictures, how are their schools similar to ours? How are they different? Refer to the school in The Red Balloon. Read pp. 49-50 from The First Book of France. Then re-ask the above questions. Make special note of the discipline demanded in French schools, homework, the different school week, the dress for school, and the emphasis on independent thinking.

37. Pursue the independent thinking point by discussing the importance of such an attribute. Why is this important? Ask if there are aspects or areas of life where this ability is important in our society.
38. Refer once again to the schools of Paris. Seek to arrive at the generalization that French schools attempt to teach their students what is important in their society just as we do. Why do you think the parents of Parisian children want them to go to school? Would you say that the reasons for going to school are very much alike here and in Paris? (We can see that what is taught may be different and the way of teaching it may also be different, but all societies feel that educating their children is important.)

necessary to have schools? What do schools do? Gottlieb, The First Book of France, pp. 49-50.  
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Harris, Young France,  
pp. 3, 10, 12, 13, 14,  
15, 16, 25.

Brogan, Life World Library: France,  
pp. 119 and 121.

Lamoris, The Red Balloon.

Study Print: Picture 3, Living in France, Silver Burdett.

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ifferent, but all societies feel that educating  
s important.)

S. Generalizes from data.

- G. All people, regardless of where they live or to what race, nationality, or religion they belong, have many things in common.
- G. All people, everywhere, have certain basic physical drives, although they satisfy them differently.
- G. Human beings exhibit the same kinds of emotions, although they may express them in different ways and the emotions may be aroused by different things.

39. Say: Think back to the communities we have studied and what you learned about families in past years. of these communities or groups of people have some school? Which did not? Why do you think most of th
40. Begin a discussion by asking the class what they en during summer vacations from school, week ends, after during the week and other spare moments. Ask what t with their whole family. Ask: Do you suppose the p of Paris enjoy all of these same things? Do you thi do anything different for relaxation and enjoyment?

Use picture # 11 from Living in France to show that French people vacation in family groups.

41. Develop the idea that Parisians seek relaxation in a of ways by reading The First Book of France, pp. 51- out the many similarities and differences.

For teacher's convenience:

#### Relaxing in Paris

##### Similar

Boating Winter Sports  
Tennis Marbles  
Fencing Leapfrog  
Cowboys and Indians

##### Different

Soccer (form of French f  
Pelota (form of handball  
Boules (form of outdoor  
Bicycle Racing  
Basket (cross between ba  
and hockey)

42. Pursue this concept by using this suggested activity pictures in book Young France -- everyone just sitt ly and concentrating as teacher flips through the bo similarities and differences between French and Amer of recreation.

Divide into small groups and have children discuss w Group leader lists children's responses. An effecti board display could consist of illustrations drawn b

to the communities we have studied this year  
learned about families in past years. Did each  
family or groups of people have some kind of  
leisure time? Why do you think most of them did?

begin by asking the class what they enjoy doing  
recreations from school, week ends, after school  
and other spare moments. Ask what they do  
at home. Ask: Do you suppose the people  
in all of these same things? Do you think they  
are different for relaxation and enjoyment?

from Living in France to show that the  
recreation in family groups.

Study Print: Picture  
11, Living in France,  
Silver Burdett.

that Parisians seek relaxation in a variety  
of ways. Show The First Book of France, pp. 51-53. Point  
out similarities and differences.

Gottlieb, The First  
Book of France, pp.  
51-53.

convenience:

### Relaxing in Paris

#### Different

Sports	Soccer (form of French football)
s	Pelota (form of handball)
ing	Boules (form of outdoor bowling)
ans	Bicycle Racing
	Basket (cross between basketball and hockey)

begin by using this suggested activity. Show Harris, Young France.  
Young France -- everyone just sitting quiet-  
ly as teacher flips through the book, noting  
differences between French and American forms

all groups and have children discuss what they saw.  
Collect children's responses. An effective bulletin  
board could consist of illustrations drawn by the children.

- G. Human beings, everywhere, have acquired needs for positive affect (affection) and interaction with other human beings (gregariousness).
- B. French children have many of the same emotions as children do in this country.
- S. Listens for main ideas and supporting details.
- A. IS SENSITIVE TO THE FEELINGS OF OTHERS.

Show pictures and discuss what forms of recreation are taking place.

Circus	Opera
Bike Riding	Walking in Rain
Bike Racing	Watching Soccer
Picnic	Sailing Sailboats
Visiting Museum	Painting
Boating	Sky Diving
	Mountain Climbing

Point out the many similarities. Suggest that people in every society have favorite pastimes they pursue during leisure time. Discuss why relaxing is valuable. Ask if the benefits of relaxing are limited to our society or shared by all societies.

43. Tell the children they are going to hear a story about a young farm girl as she visits Paris. Instruct the children to compare Jeanne-Marie's reaction to her visit with the way they might feel about visiting New York or Boston. Read Jeanne-Marie in Gay Paris.

Ask the children to make a list of the things Jeanne-Marie enjoyed doing in the story they just heard. Instruct the children to write how they might react to a similar experience. When they are nearly completed ask several children to share their work. Attempt to illustrate that in many cases the children would react almost exactly as Jeanne-Marie did.

44. Use the videotape French Folk Songs or the recording French Folk Songs for Children to introduce children to the kind of songs children in Paris would sing. Compare the nature of the songs with American folk songs.

Discuss what forms of recreation are taking

Opera  
Walking in Rain  
Watching Soccer  
Sailing Sailboats  
Painting  
Sky Diving  
Mountain Climbing

Molinard and Gilbert, The Paris I Love.

Harris, Young France.

Brogan, Life World Library: France.

Similarities. Suggest that people in every pastimes they pursue during leisure time. is valuable. Ask if the benefits of recreation are shared by all societies.

They are going to hear a story about a young woman in Paris. Instruct the children to compare her visit with the way they might visit New York or Boston. Read Jeanne-Marie in

Francoise, Jeanne-Marie in Gay Paris.

Make a list of the things Jeanne-Marie did in the story they just heard. Instruct the children to think of the way they might react to a similar experience. Then have the children completed ask several children to share their reactions to illustrate that in many cases the children almost exactly as Jeanne-Marie did.

Each child sing a French Folk Song or the recording French Folk Songs to introduce children to the kind of music Paris would sing. Compare the nature of French folk songs.

Videotape: French Folk Songs, Chelmsford ITV.

Recording: French Folk Songs for Children, Folkways Scholastic Records.



G. Human beings exhibit the same kinds of emotions, although they may express them in different ways and the emotions may be aroused by different things.

A. IS SENSITIVE TO THE FEELINGS OF OTHERS.

G. Ways of living differ from one society to another and within the same society; indeed, each culture is unique.

2. Many cafes in Paris are in the open air. A meal in one is eaten at a leisurely pace often followed by a stroll. Other Parisian restaurants are very elaborate and expensive. French foods are famous the world over.

- 44 -

G. Human beings have the potential to exhibit extremely variable behavior, depending upon their natural and cultural environment; they satisfy their drives and needs differently.

3. Some French foods are quite different from ours.

G. In every society human beings learn a culture in the process of growing up; this culture is the learned behavior patterns shared by members of their group.

45. Show pictures which demonstrate French children at play. Ask children to note expressions on children's faces. Do they seem happy or joyful?

Again discuss how children in our society might enjoy the same activities. Play one of the games French children play regular

46. Read The Red Balloon once again, after preparing the children to listen for Pascal's feelings. Ask the children to raise their hands whenever they feel that Pascal is happy, worried, sad, etc. When such sections are read comment along these lines: How did Pascal feel then? How would you feel? Again, make the point that children of our society would probably react as the little French boy did.

Show a few pictures of children laughing, crying, etc. Discuss how each feels, whether or not you have ever felt this way. What makes you happy? What makes you sad? As a follow up, children can demonstrate various facial expressions to class so that the others may guess what emotions they are portraying. (anger, fear, joy, love, etc.)

Read Madeline to the class. Discuss her experiences and feelings and the feelings of her friends.

47. Present a picture of people eating in an American restaurant. Say: How many of you have ever eaten in a restaurant or cafe? This picture shows a family eating in an American restaurant. Look at this picture of a cafe in Paris. (Show the picture.) How is the Paris cafe like the American eating place? How are they different? Call attention to the fact that Paris has many open-air cafes.
48. A shoebox diorama could be started at any time. (Various scenes of Paris, such as the sidewalk cafes, the River Seine, the schools, or the parks could be depicted.

which demonstrate French children at play. Ask the expressions on children's faces. Do they joyful?

Harris, Young France.

How children in our society might enjoy the same play one of the games French children play regularly.

Balloon once again, after preparing the children Pascal's feelings. Ask the children to raise whenever they feel that Pascal is happy, worried, in such sections are read comment along these and Pascal feel then? How would you feel? Again, that children of our society would probably re-tell the French boy did.

Lamorrisse, The Red Balloon.

Pictures of children laughing, crying, etc. Discuss, whether or not you have ever felt this way. happy? What makes you sad? As a follow up, demonstrate various facial expressions to class so they may guess what emotions they are portraying. (joy, love, etc.)

to the class. Discuss her experiences and feelings of her friends.

Bemelmans, Madelaine.

Picture of people eating in an American restaurant. If you have ever eaten in a restaurant or cafe? Shows a family eating in an American restaurant. Picture of a cafe in Paris. (Show the picture.) Is cafe like the American eating place? How are they different? Call attention to the fact that Paris has many cafes.

Brogan, Life World Library: France, pp. 94-96, 98.

Molinard and Gilbert, The Paris I Love.

Activity could be started at any time. (Various scenes, such as the sidewalk cafes, the River Seine, or the parks could be depicted.)

See Appendix for diorama instructions.

49. Show the picture on page 49 of Young France. Ask the class what they see in the picture. Ask what kind of a store might have clothes hanging out for display. Direct attention to the horse heads high above the street. Ask the children what this shop sells. Tell the children that horse meat is considered a delicacy by many Frenchmen. Ask: What kind of sign do you think a shop would have if it were selling beef and steaks? Pork?
- Harris, Young France.

Say: Was anyone surprised to learn that many people in Paris like to eat horse meat? Why does this seem strange to us? Can anyone think of anything else that people who live in other lands eat which we don't? Tell children about French liking for snails and frog legs.

50. Ask: How do we learn to like the foods we eat? (By eating them and seeing others eat them.) What are some of your favorite foods? List them on the board. Is there anyone who dislikes something we have on the board? What foods do you dislike? Attempt to show that even in our own society not everyone agrees on what is good and bad to eat. Cite such habits as catsup on eggs, popcorn in milk, etc., explaining that we learn to like various foods. Also point out that our eating habits are often dependent upon what is available. If we had no cattle we would never have a chance to dislike steak. It would simply not be available. If nothing but lamb were available, that is probably what we would learn to enjoy. Cite many nomadic tribes which seek and enjoy roots of many plants with which we are not familiar. Suggest that carrots and potatoes would seem strange to these people because they have never seen such food. (It might be pointed out that these are simply roots of plants, also.)

S. Generalizes from data.

S. Gains information through interviews.

G. Culture changes as a result of diffusion (accepting patterns of behavior practiced by other groups).

S. Generalizes from data.

S. Applies previously-learned concepts and generalizations to new data.

C. Parisian homes are basically much like our own.

1. Although there are differences in climate, Paris has four seasons much as people in Chelmsford do; the people of Paris need shelter against cold in winter and rainfall or snow.

51. Have children decide what should go on a comparative chart showing similarities and differences in eating habits of the French and Americans.
52. Present a fashion page from any Sunday newspaper. Ask what connection might exist between the fashion picture in the local newspaper and Paris, France. Suggest that their parents might be good people to ask for an answer. Ask the children to be ready to discuss this idea tomorrow. (Discuss questions with mothers.) The following day discuss the influence of French fashions on United States dress.
53. Show pictures of children in play clothes, dressed up, at school, in winter, in summer clothes both in France and in the United States. Ask what the purpose of such clothes might be. Point out that the clothes are worn for much the same reasons (protection from elements, to fit the activity, to look nice), but that the type of clothes may vary from place to place.
54. Show pictures of American homes including apartments and tenements. Discuss the variety of ways in which people provide shelter in our town. Compare our town and Paris from a location on the globe. Ask what the weather might be like in Paris when we are having winter. Compare Paris to Montreal and New York and Chelmsford. Which extreme seems most like Paris? (Review what children learned in activity # 5 about temperatures in Paris.) What kind of shelter would Parisians probably need? Have children draw pictures of types of Parisian families probably live in.

decide what should go on a comparative chart showing similarities and differences in eating habits of the Parisians

Find a picture of a Parisian from any Sunday newspaper. Ask the class how many might exist between the fashion pictures in America and Paris, France. Suggest that their own mothers ask the people to ask for an answer. Ask the children to discuss this idea tomorrow. (Discuss questions to be discussed. The following day discuss the influence of Paris on the United States dress.)

of children in play clothes, dressed up, at the end of the year, in summer clothes both in France and our country. What the purpose of such clothes might be. Are the clothes worn for much the same reason in France? Discuss from elements, to fit the activity, but that the type of clothes may vary from

Harris, Young France.

Study Prints: Living in France, Silver Burdett.

of American homes including apartments and discuss the variety of ways in which people live in our town. Compare our town and Paris for the whole globe. Ask what the weather might be like where we are having winter. Compare Paris to Miami and Chelmsford. Which extreme seems most like what children learned in activity # 5 about life in Paris.) What kind of shelter would Parisians have? Have children draw pictures of types of homes Parisians probably live in.



- 48 -

2. Most families live in apartments which are run by women called concierges.

G. Different parts of a city usually have different but interrelated functions.

A. APPRECIATES THE CULTURAL CONTRIBUTIONS OF OTHER RACES AND NATIONALITIES.

IX. Parisians are proud of their country and of their city.

A. IS SENSITIVE TO THE FEELINGS OF OTHERS.

A. France and Paris both have a long, proud history.

55. Begin the discussion by showing pictures of Parisian homes. Ask the children to compare their drawings and decide what they drew correctly and where differences occurred. Discuss the differences and decide if possible why such things as very tall buildings, broad residential streets, concrete roads, single houses and the like do not appear. Explain that while the Parisians' need for shelter is much like our own, they have satisfied the need in ways sometimes different from our own. Describe concierges in Paris.
56. Ask: Would you expect to find apartment buildings mixed in with food and clothing shops? With factories? What did you notice about the way our own community is divided up? (Lead pupils to identify different functional regions within own town.) Now show them a little about functional divisions in Paris. (See back paper.)
57. Show picture of the Bastille. Also show a picture of the Statue of Liberty. Ask the children to identify the pictures. Ask: What does the Statue of Liberty mean to us? Where is it located? Have any of you ever visited the Statue of Liberty? Does anyone know how the United States got the Statue? Explain to the children that the Statue of Liberty has come to symbolize the freedom our country stands for. Also that many people from other lands see the Statue as they first enter New York Harbor. To many immigrants the Statue of Liberty is a sign that a new life awaits them in our country. Finally, explain that the Statue of Liberty was a gift from France in 1886 to symbolize the understanding and friendship between our countries.

Ask the children to think of the pride and love we feel for our own country. Ask: Does it seem likely that Parisians feel the same about their own country? The Bastille is a landmark to the French much as our Statue of Liberty or the Washington Monument is to us.

Ask children what goes on in Chelmsford to celebrate the Fourth of July and why there is so much celebration. Use the picture from Flag Day - Independence Day if necessary. Then ask children to study picture # 12 from Living in France and to share what they think is going on with their classmates. Continue using material in the handbook from Living in France to tell about Bastille Day.

Discussion by showing pictures of Parisian homes. Ask children to compare their drawings and decide what they did and where differences occurred. Discuss the differences. Decide if possible why such things as very tall buildings, residential streets, concrete roads, single houses, etc. do not appear. Explain that while the Parisians' shelter is much like our own, they have satisfied their needs sometimes different from our own. Describe contemporary Paris.

Molinard and Gilbert, The Paris I Love.

Brogan, Life World Library: France.

Lamoris, The Red Balloon.

Do you expect to find apartment buildings mixed in with clothing shops? With factories? What did you notice about our own community is divided up? (Lead pupils to different functional regions within own town.) Now tell them about functional divisions in Paris. (See background

of the Bastille. Also show a picture of the Statue of Liberty. Ask the children to identify the pictures. Ask: What does the Statue of Liberty mean to us? Where is it located? Have you ever visited the Statue of Liberty? Does anyone in the United States got the Statue? Explain to the class that the Statue of Liberty has come to symbolize the freedom it stands for. Also that many people from other lands come to New York Harbor as they first enter New York Harbor. To many the Statue of Liberty is a sign that a new life is beginning in our country. Finally, explain that the Statue was a gift from France in 1886 to symbolize the friendship and friendship between our countries.

Harris, Young France, p. 38.

Molinard and Gilbert, The Paris I Love.

Brogan, Life World Library: France, pp. 165, 37, 38, 39, 28, 21.

Sasek, This Is Paris.

Lead children to think of the pride and love we feel for our country. Ask: Does it seem likely that Parisians feel the same about their own country? The Bastille is a landmark to the same as our Statue of Liberty or the Washington Monument

Gottlieb, The First Book of France, pp. 57-63, 17-41.

Now ask what goes on in Chelmsford to celebrate the Fourth of July. Why there is so much celebration. Use the pictures in the handbook - Independence Day if necessary. Then ask children to look at picture # 12 from Living in France and to share what is going on with their classmates. Continue using the handbook from Living in France to tell about

Study Prints: Picture 12, Living in France, and Independence Day pictures from Flag Day - Independence Day, Silver Burdett.

G. Culture changes although it changes more rapidly and drastically in some times and places than in others.

G. Although culture is always changing, certain parts or elements may persist over long periods of time.

B. There are many large buildings in Paris that are famous throughout the world.

58. Show pictures of landmarks in Paris. Explain that these places also hold a great deal of meaning to the French. Read This Is Paris, pointing out the significance of the famous attractions. Convey the respect and love Frenchmen feel for their long and famous past. Read selections from The First Book of France to support these ideas.

Show the film: Paris: The City and the People. Tie the idea of pride and loyalty to the features presented in the film.

59. Draw comparisons between our pride and loyalty and that of Parisians. Point out that people in all societies feel a pride in their own city, state, district, country, nation, and so forth. Suggest that such feelings are justified and important, but that failure to recognize the pride others feel in their groups is both narrow-minded and inaccurate. Say: Does the fact that we grew up in a town mean that our town is the best in the world? Is it important to recognize the value and importance of other cities? Why? Emphasize importance of respecting the pride and loyalty others feel to their city, state, country.
60. Read pp. 54-56 on French Holidays from The First Book of France. See Appendix for additional materials for children.
61. Show several pictures of Paris from The Paris I Love. Direct attention to the age of the buildings, the width and surface of the streets, lamp posts, and other features which demonstrate how old and stable Paris is. By way of contrast show several pictures of New York and other American cities. Call attention to the same features of these cities as well as the height of the buildings. Ask what differences they notice between Paris and our large cities. Also ask them to think the buildings of Paris appear to be so old. Show pictures of some of world-famous buildings in Paris.

of landmarks in Paris. Explain that these old a great deal of meaning to the French. Paris, pointing out the significance of the tions. Convey the respect and love Frenchmen r long and famous past. Read selections from k of France to support these ideas.

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5 on French Holidays from The First Book of Appendix for additional materials for children.

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Film: Paris: The City and the People, Coronet Films.

Sasek, This Is Paris.

Gottlieb, The First Book of France.

Gottlieb, The First Book of France, pp. 54-56.

Molinard and Gilbert, This Paris I Love.

S. Makes and interprets simple time lines.

G. Culture changes as a result of diffusion (accepting patterns of behavior practiced by other groups).

X. Americans and Parisians have influenced each other.

G. Innovations occur in ideas and behavior, not just in things.

Explain that Paris has existed since the time of Caesar, over two thousand years ago. Contrast our cities which date from the 1800's with Paris. Construct a single time line which clarifies the differences in age between Paris and Boston. Explain that much of Paris has been left unchanged because of the history and tradition connected with it. Ask if we have kept historical landmarks in our own community. Refer to the Old Chelmsford Garrison House that many children have visited.

Show pictures of urban redevelopment projects in the United States as well as of conditions giving rise to such projects. Ask if such changes are likely to happen in Paris. Say: Do you think changes take longer in an older city like Paris or in a newer city? Why would Paris be slower to change? Establish that change does occur in Paris. Use pictures.

Show pictures of American influence in Paris. Also show pictures of French impact on our society. Say: How do changes like this happen? When tourists visit Paris do you think they are changed any? How? Do the tourists have any effect on Paris? How? When you visit a friend in another city, do you ever learn new games or discover new ideas? Have you ever taken these back to your home? Explain that societies often learn from one another in much the same way. Point out Paris fashions and their influence on our society once again.

Brogan, Life  
World Library:  
France, pp.78,  
79,160,158,76,  
70-71,60.

Study Prints:  
New York Is...,  
John Day Co.



S. Checks on the completeness of data and is wary of generalizations based upon insufficient evidence.

XI. p  
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p

G. Ways of living differ from one society to another and within the same society; indeed, each culture is unique.

G. Cities are made up of many people of many different backgrounds; consequently, there are people who behave quite differently even within one city.

G. All people, everywhere, have certain basic physical needs although they satisfy these needs differently.

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ly.

XI. Paris is like our cities in some ways  
and very different in others; the people,  
too, are like us in many ways, even though  
different in others. The people of Paris  
live somewhat differently than any other  
people we have studied.

### Culminating Activities

64. Attempt to demonstrate the dangers of overgeneralization in the following manner: When we study a city such as Paris it is very easy to make the mistake of thinking that everything is exactly as we read it or see it. For example, if someone were studying our own classroom and took some pictures of us, how accurate would they be? Let's suppose everyone smiled in the picture. Would it be safe for someone studying our classroom to look at the picture and decide that all of us are happy all of the time? What would that person need to know about us to help him understand better? If another picture were taken which showed \_\_\_\_\_ and \_\_\_\_\_ enjoying arithmetic, would it be fair to decide that everyone in our classroom enjoyed arithmetic? Can you think of examples similar to these which would give a false impression of our class? How could we avoid such wrong ideas about our class?

Now let's think of Paris once again. Do you think that everyone in the city enjoys fishing in the Seine? Who might not? Is it fair to think that all Parisians like to eat horse meat? Why not? What else have we studied that should be thought of as true of some Parisians, but not all of them?

What about eating? Is it safe to assume that all Parisians eat? Yes, but is it safe to think they enjoy eating the same things? Discuss this and other ideas until it seems that the concept is clear.

- G. Large cities are characterized by a large number of people per square mile, by a great division of labor and specialization, by a demand for many services (private and governmental), by a heterogeneous population, and by greater anonymity than found in small communities.
- G. Ways of living differ from one society to another and within the same society; indeed, each culture is unique.
- G. Human beings have the potential to exhibit extremely variable behavior, depending upon their natural and cultural environment; they satisfy their drives and needs differently.
- G. See above, and: All people, regardless of where they live or to what race, nationality, or religion they belong, have many things in common.
- G. The broad outlines of the ground-plan of all cultures are about the same, because men always and everywhere are faced with certain unavoidable problems rising out of the situation given by nature.
- G. Culture is learned, not inborn.

65. Read Sasek's book This Is Paris to the children. Tell them Sasek, This Is Paris to look and listen for things that remind them of how much Paris is like Boston. Let them discuss each page as you go along. When you have finished, ask: Is Paris very different from Boston? Is it exactly like it? What should we say about the two cities, then?
66. Ask: Now think back to all of the communities you have studied this year and to the families you studied in the first and second grades. What can we say about people in different parts of the world? (Get children to generalize about diversity, uniqueness of cultures, and similarities among people.) Also ask: Why do people live in different ways?
67. A "fun" activity to close the unit could be having an "outdoor cafe" scene. Set up tables and serve French bread with butter and punch (wine). Dioramas made by children could be put on desks for atmosphere. Invite another class or parents to browse through the area as visitors to Paris.

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962. Modern France, Coronet Films.
- geline Pigeon Paris: The City and the People, Coronet
- t, Brace and Films.
- !, Eau Claire, The Red Balloon, Brandon Films.
- ., 1954.
- he Key to FILMSTRIPS
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- Co., Inc., 1956. A. J. Nystrom Co.
- w York The New York Is . . ., John Day Co.

VIDEOTAPES

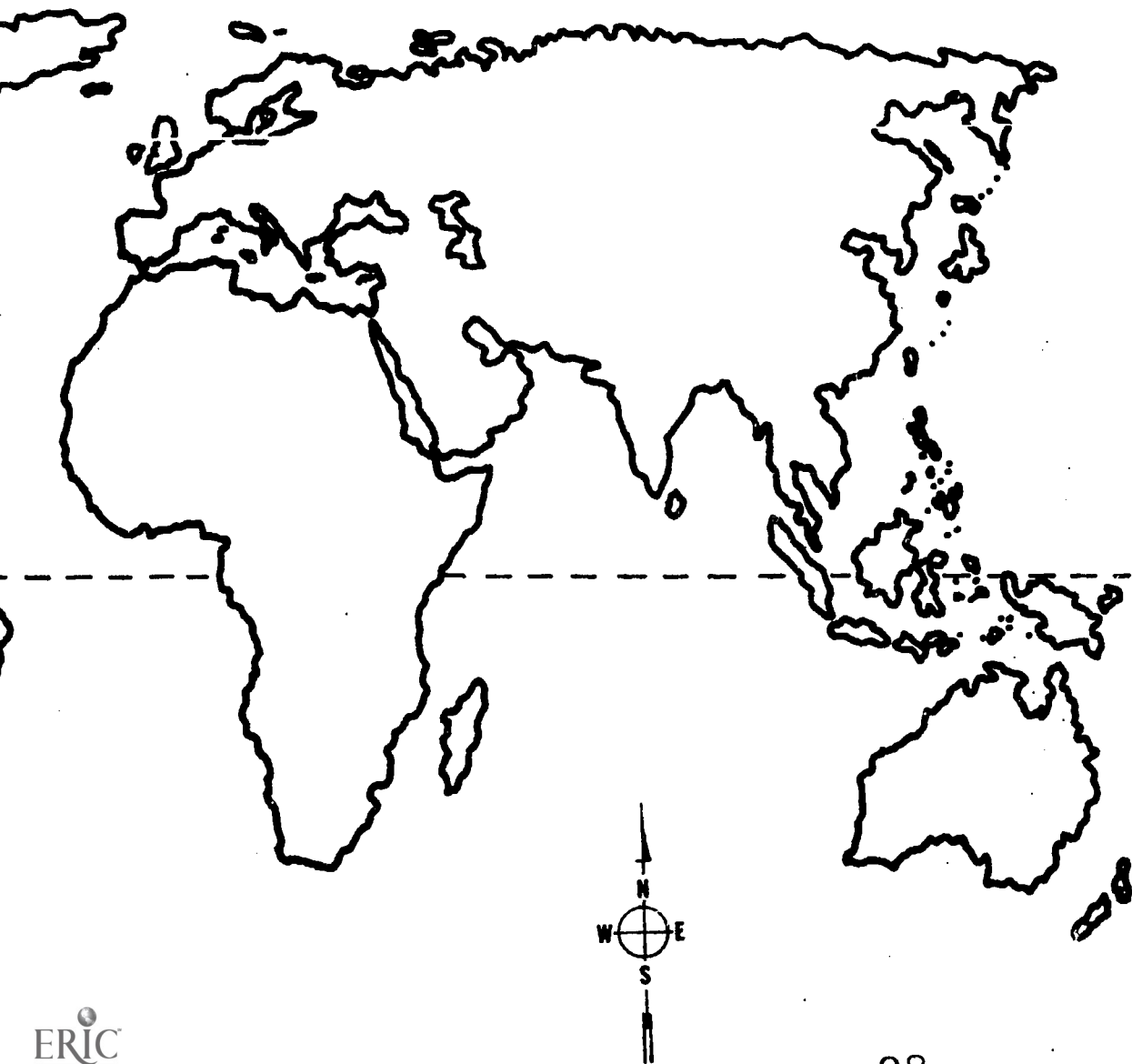
Dreams and Taxes, Chelmsford ITV.

French Folk Songs, Chelmsford ITV.



## **APPENDIX**





# **NORTH AMERICA**



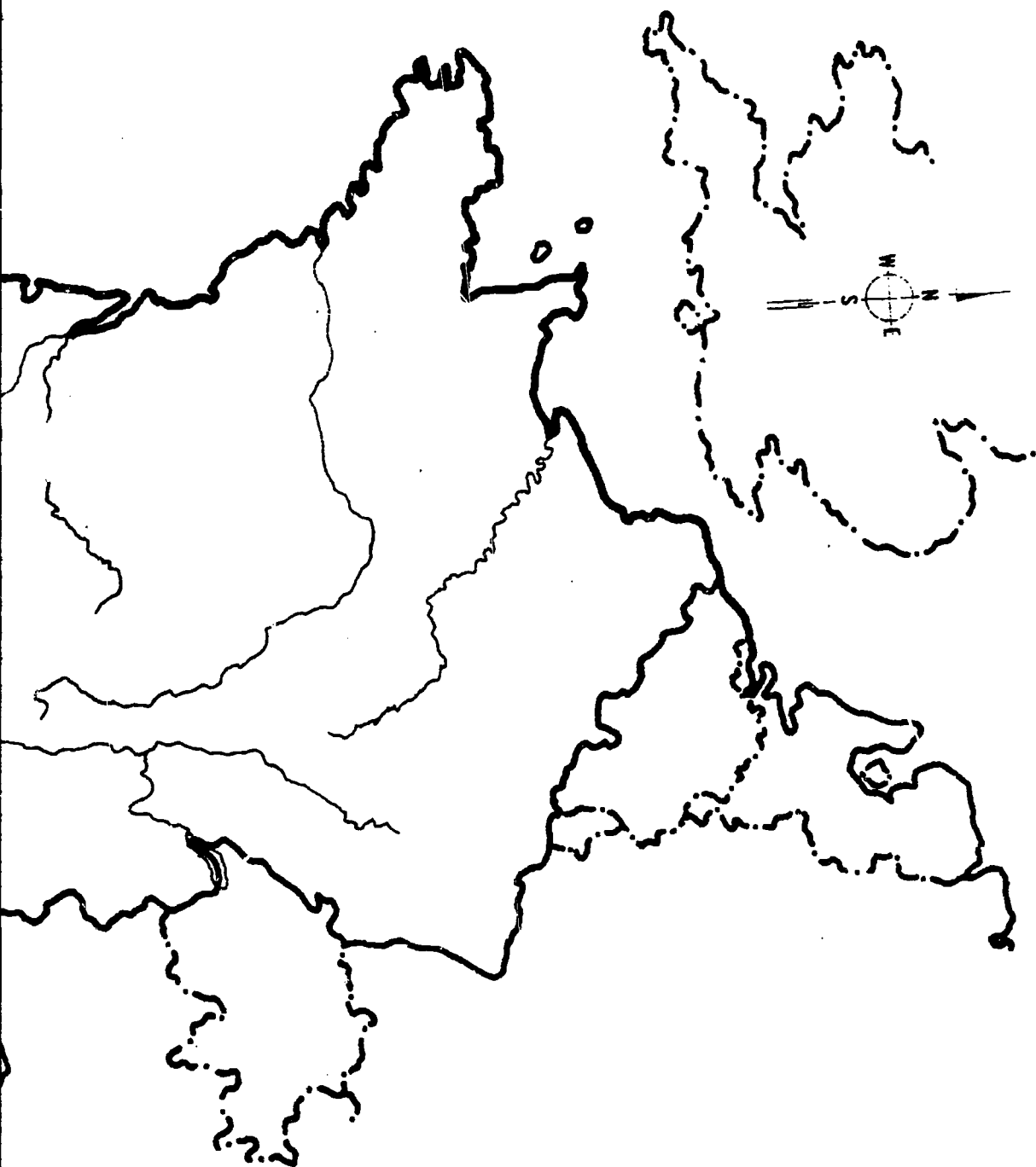


# EUROPE





C





## PARIS DIORAMA

1. Decide on one main idea for your diorama. (Do not try to put too many things into it!)

Some Suggestions:

The River Seine with fishermen, boats, bridges  
Schools  
Churches or Apartment Buildings  
Pushcarts and peddlers  
Sidewalk Cafe  
Open book stores  
Market place

(or anything else you can think of to illustrate life in Paris; you may also choose a scene from the story The Red Balloon or any other book read on Paris)

2. Plan your theme carefully before you start your project.  
Draw it on paper first.

Suggested Materials:

cotton balls (can be dyed with food coloring)  
cotton Q-Tips  
seeds  
sandpaper  
stones  
walnut shells  
plastic or artificial flowers  
toothpicks  
paper clips  
elastics  
bottle caps  
nails  
empty spools of thread  
wooden matches (without the tips)  
small toys  
shells  
hair curlers  
bobby pins  
tacks  
string  
varn

2. Plan your theme carefully before you start your project.  
Draw it on paper first.

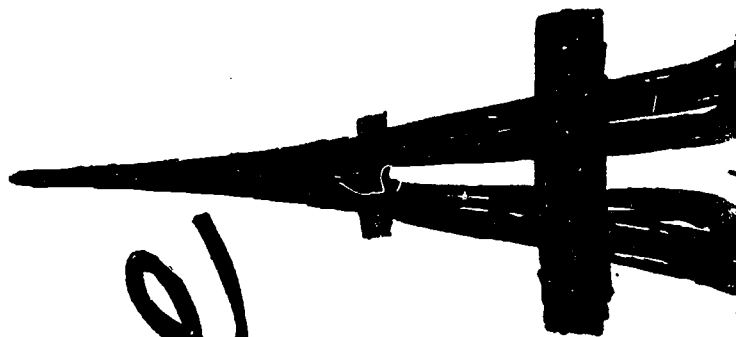
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plastic or artificial flowers  
toothpicks  
paper clips  
elastics  
bottle caps  
nails  
empty spools of thread  
wooden matches (without the tips)  
small toys  
shells  
hair curlers  
bobby pins  
tacks  
string  
yarn  
paper doilies  
cut-out pictures  
feathers  
fishline  
wire  
scraps of cloth, buttons, zippers

3. A shoe box is best, but you can use a tissue box if you cut off the top. Elmer's Glue will work better than paste. Nailpolish makes a good paint. (HINT: Do not wait until the last minute to start your diorama. Then it will be work and not fun.) USE YOUR IMAGINATION!

Holidays  
in

France



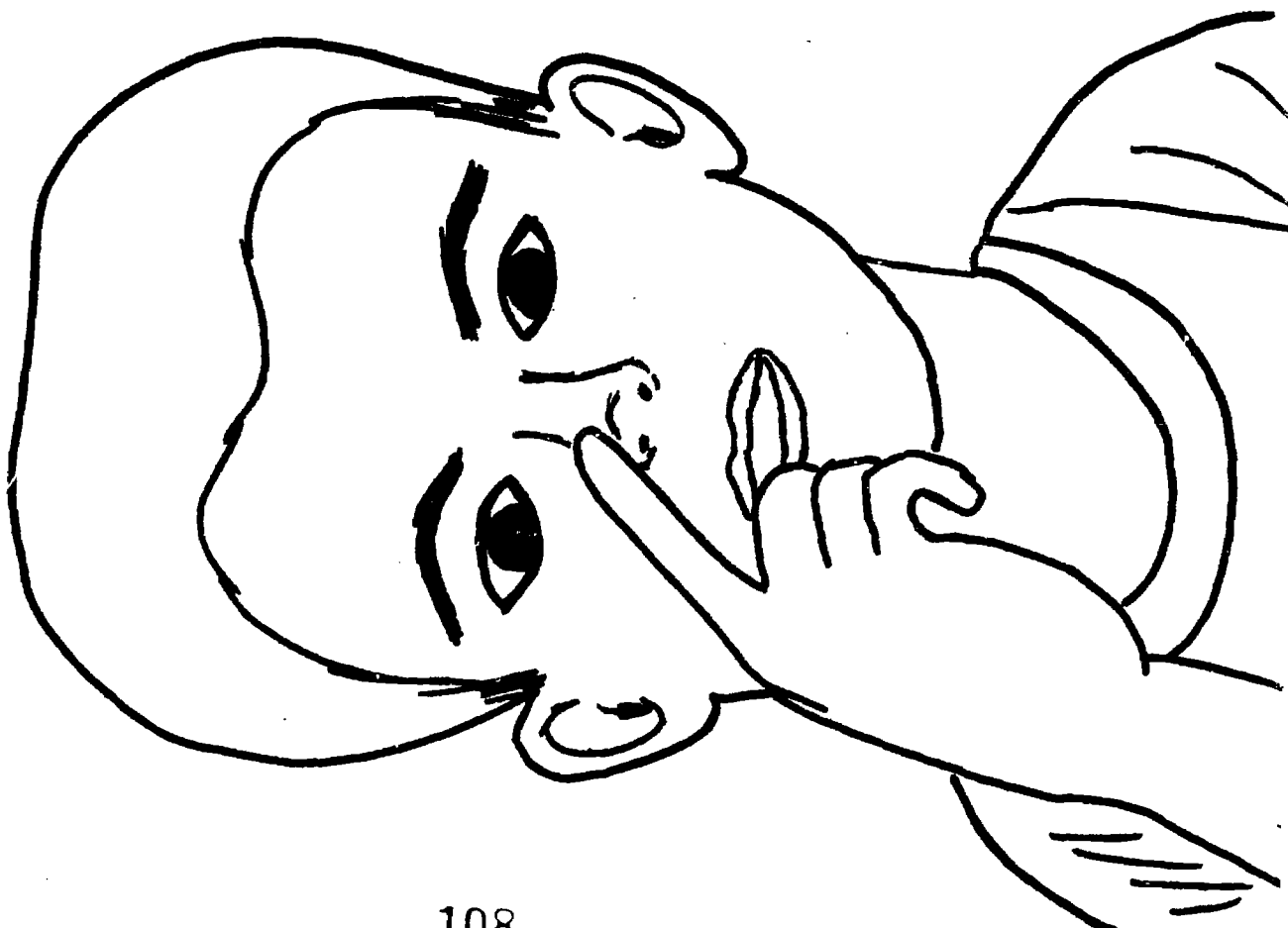
Flags for Birthdays  
France

July 14... Bastille Day

United States  
of America

July 4... Independence Day

# April Fools' Day



A LONG TIME AGO, NEW YEAR'S DAY WAS ON APRIL FIRST.

LATER WHEN PEOPLE DECIDED TO USE A NEW CALENDAR, NEW YEAR'S DAY CAME ON JANUARY FIRST.

BUT SOME PEOPLE FORGOT. THEY CELEBRATED AT THE OLD TIME. SO THEY WERE CALLED APRIL FOOLS.

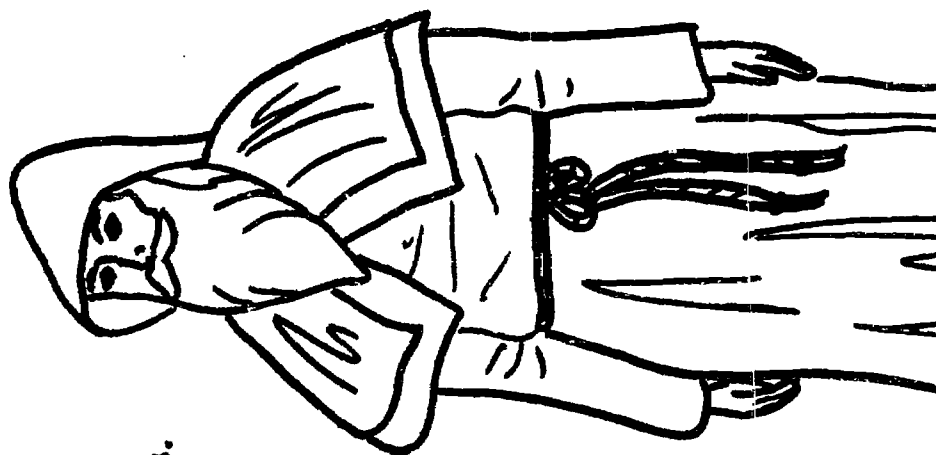
TODAY IN FRANCE, A PERSON WHO HAS A TRICK PLAYED ON HIM IS CALLED AN "APRIL FISH."

# Christmas

IN FRANCE THIS MAN IS CALLED  
PÈRE NOËL, WHICH MEANS FATHER CHRISTMAS.  
BUT HE DOESN'T LOOK A BIT LIKE OUR  
SANTA CLAUS.

PÈRE NOËL IS TALL AND SKINNY.  
HE WEARS A LONG RED ROBE AND A  
WHITE FUR HAT, AND HE CLATTERS ALONG  
IN WOODEN SHOES.

IN FRANCE CHILDREN PUT EMPTY  
SHOES ON THE DOORSTEP OR BY THE  
FIREPLACE ON CHRISTMAS EVE. THE  
CHRIST CHILD IS SAID TO PUT GIFTS  
IN THEM.



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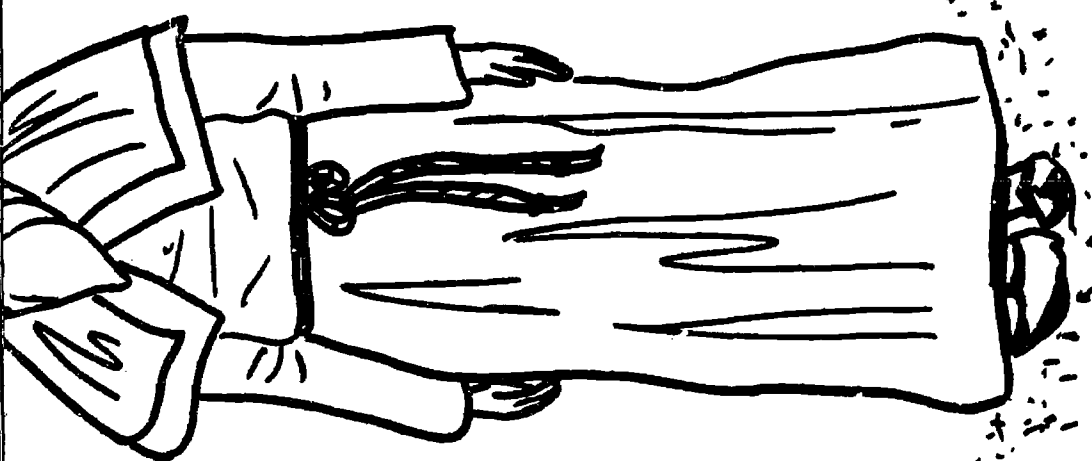
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*Père Noël*

# Mardi Gras

On the day before Lent the people of France celebrate Mardi Gras. Some people make a paper man and call him "King Carnival." They sing and shout as they carry King Carnival through the streets. At the end of the day they burn King Carnival at the stake to show that Mardi Gras is over.

Imagine a battle of flowers! In France during Mardi Gras, some children ride in a parade of flower-covered carts. As they ride along, they throw flowers at their friends.

But watch out! They can throw flowers at you, too!



# Easter

The Easter bunny  
does not take Easter  
eggs to every country.  
In France, children  
get Easter eggs from  
bells instead. There,  
people say that the  
church bells fly away  
to Italy before Easter.  
When the bells fly  
back, they drop eggs  
for children to find.

